



Greenside Primary School

Behaviour Principles Statement & Positive Relationship Policy

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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Disrespectful attitude towards others

- Refusal to follow adult instructions first time

Serious misbehaviour is defined as:

- Repeated breaches of the Great at Greenside school rules
- Any form of bullying or child on child abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature.
- Vandalism
- Theft
- Physical assault of any kind
- Verbal assault including racist, sexist, homophobic or discriminatory language or behaviour
- Possession of any prohibited items. This could be 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 property of, any person.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher, Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken (See Anti Bullying Policy for further details.)

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

5. Roles and responsibilities

5.1 The governing board

The full governing body is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the full governing body.
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 All School Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs.
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The Greenside curriculum actively explores all opportunities to model good behavioural expectations in the hope of moulding our pupils into citizens of the future in line with British values. School makes use of the PSHE and RSE curriculums to explore themes such as bullying, tolerance and consent in age-appropriate ways and this is sequenced progressively through school. Assemblies and a culture of vigilance where children's welfare is at the heart works to promote the wellbeing of all.

Everyone is expected and encouraged to behave calmly, safely, honestly and with respect towards others at all times. Greenside have an agreed set of coloured rules that everyone refers and adheres to at all times so that there is consistency in how we promote outstanding behaviours across school. These are:

To be great at Greenside we:

1. **Walk quietly in school.**
2. **Listen to and help each other.**
3. **Try our best all of the time.**
4. **Follow instructions the first time.**
5. **Keep our hands, feet and objects to ourselves.**
6. **Look after our property and the environment.**
7. **Are respectful, honest, polite and kind to everyone.**

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

For the majority of our pupils, we use the traffic light system. See section 9 for pupils who may not use the traffic light system. **This will be stored in a folder within the classroom and not on public display.**

Reception

If I make the wrong choice I will be given a reminder about the rule I am not following

- If I continue to make the wrong choice my name will move out of the green and on to the 'think' next to the traffic lights
- If I still continue then my name will be put in the amber on the traffic lights

- If I can show my teacher that I can make the right choices and follow our rules my name will be moved back red, amber, think, green.
- If we show the behaviour a third time, we sit on the 'Thinking Area' for 3 minutes (using a sand timer) with another explanation and we need to come up with an idea to make our mistake better (e.g. helping to build up a model again after knocking it down, making a card for someone we have upset). Our name goes into the red but we have the chance to work our way back into the green through the amber. If we remain in the red, our teacher talks to our parent/carer.

Key Stage 1 and Lower Key Stage 2

- If I make the wrong choice I will be given a reminder about the rule I am not following
- If I continue to make the wrong choice my name will move out of the green and on to the think board next to the traffic lights
- If I make the wrong choice again then my name will be put in the amber.
- If I can show my teacher that I can make the right choices and follow our rules my name will be moved back down red, amber, think, green.
- If my name is still in the amber at the end of the day then my teacher will talk to my parents at the end of the day in key stage 1.
- If a pupil moves into the red and does not prove to adults in school they have improved their behaviour (e.g. by completing all of their work) then they will be added to red overview sheet and the class teacher, in the first instance, will inform parents/carers.
- If I am involved in a serious incident my name will be put straight into the red and a call will be made to speak to the relevant member of SLT.
- At the end of everyday all names will move back into the green to show the children everyday is a new day

Upper Key stage 2

- If pupils make the wrong choice they will be given a reminder about the rule they are not following
- If pupils continue to make the wrong choice their name will move out of the green and on to the think.
- If pupils continue to make the wrong choice then their name will be put in the amber. They may be asked to move places in the room.
- If pupils can show the adult they are working with that they can make the right choices and follow the Greenside rules, their name will be moved back down to green.
- If the pupil continues to not follow the rules, their name will be moved into the red. At this point, the pupil may be moved to an allocated buddy classroom to continue their work for the remainder of that session.
- If a pupil moves into the red and does not prove to adults in school they have improved their behaviour (e.g. by completing all of their work) then they will be added to red overview sheet and the class teacher, in the first instance, will inform parents/carers.
- If a pupil is involved in a serious incident (identified in section 3) then the pupil will have an immediate red, be added to the overview and parents/carers will be informed.

- All red incidents are followed up with restorative time with a senior member of staff.
- At the end of everyday all names will move back into the green to show the children every day is a new day.

6.1. Pastoral Care

This is the responsibility of all staff especially the class teacher of the child concerned. Efforts should be made to build up an understanding of and relationship with the child. This will make discussion of attitudes and poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

6.2 Zones of Regulation, Precursor and Restorative Language

The aim of school is to develop children's ability to self-regulate and manage their own feelings and behaviour. Using The Zones of Regulation is integral to this.

Precursor to using the traffic lights:

Teachers should model identifying zones and the behaviours that signal which zone someone is in. This should be modelled as part of our behaviour system.

Example 1:

Teacher: Tapping your pencil on the desk signals to me that you are in the yellow zone. What would help you to move back to green so you don't have to be moved onto amber?

Example 2:

Teacher: Calling out and screwing up your fists, shows me that you are in your red zone. Take some time out to regulate yourself.

The strategy suggested to the child will depend on what works for them. The aim is for the children to recognise themselves and say to the teacher, 'I am in my yellow/red zone. I need to use my fiddle toy in a quiet area.'

Restorative use of The Zones of Regulation:

Before any discussion about behaviour the child needs to be back in the green zone.

Discussions with children about their behaviour should also include use of the Zones of Regulation Language.

- 1) Positive affirmation of the relationship with the child:

"You know we really care about you here."

- 2) Description of the incident

- 3) Describe how you/others felt:

Example 1

Teacher: I know you were in your yellow zone when you repeatedly tapped your pencil, but this disrupts the learning of others and may put them into their yellow zone. Next time you are in your yellow zone, please use your fiddle toy/move places/ask for a break.

Example 2:

Teacher: I know you were in your red zone when you hurt you friend and I understand why you were in your red zone. However, we can not hurt our friends. Your friend felt very upset and hurt. Next time you are going into the red zone, bring your self in from the yard and sit in chill out until you are calm.

4) Put the emphasis back on the child:

Eventually, the children should be able to discuss what zone they were in themselves, and what they should do differently next time.

The children would still need a consequence (see other sections in the policy) but the precursor and restorative use of zones must be used. The child should be in their green zone before the conversations take place and the consequences explained.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. The follow applies as guidance for all staff:

- Positive reinforcement of good behaviour is more effective than negative punishments.
- Although there are agreed sanctions for unwanted behaviour, it is the encouragement of good behaviour, which is far more important than the consequences. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority both in and out of class. Good behaviour and positive attitudes should be discussed in P.S.H.E. lessons, school assemblies and any other times where it is relevant.
- We need to teach behaviour as we teach other aspects of the curriculum. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem. Disapproval should focus on the behaviour and not the child.
- Staff should take time to explain the reasons for children being asked to do something. Staff should emphasise the importance of caring and respecting people and property at all times. Children should be listened to and spoken to calmly. They should never be belittled.
- Every effort should be made to diffuse potential problems before they arise through discussion, good organisation and consultation with the class.
- Certain behaviour, such as bullying, racism, rudeness, fighting, swearing etc. is never acceptable and should always be dealt with if encountered. Any incidents of bullying (including cyber) or any form of racism, homophobia, gender, or religious discrimination should be referred to a member of SLT or the Safeguarding team.
- The Head Teacher reserves the right to inform parents of unacceptable behaviour, which may in future lead to exclusion.
- Staff should consult the tier group lead in the first instance and then a member of the senior management team when behaviour causes concern. In cases of 'red' incidents, parents will be informed of this unacceptable behaviour in writing via letter or email.

- Staff must treat all children with respect, regardless of age, gender, ethnicity or behaviour being displayed.
- Children should always feel that a problem has been dealt with fairly and equally to ensure all children feel they are a valued member of the school.

7.2 Safeguarding

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

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

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

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

<https://www.greenside-sch.org/policies/>

7.3 Mobile phones & Smart Watches

Generally, **pupils are not permitted to bring mobile phones into school**. The exception to this rule is for our year 5 and 6 who walk home by themselves. As per our Online Safety Policy (<https://www.greenside-sch.org/policies/>) mobile phones are not to be used during school hours and any pupils who do bring them into school must ensure that the phone is switched off and handed in to the class teacher to be stored securely within the classroom for the duration of the school day.

Smart Watches:

Smart Watches are not permitted in school. Smart watches are wearable computers with a touchscreen interface which are internet and camera enabled and therefore pose the same concerns as mobile phones in terms of safeguarding.

To ensure the safety of all pupils and staff and the safety of any devices, any pupils who are found using their phone in school or wearing a smart watch will be asked to remove it and it will be stored securely by the class teacher until the end of the day.

School does not accept any liability for smart watches or mobile phones that have been lost or damaged whilst on site.

7.4 Responding to good behaviour

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

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

Each classroom uses 'DoJo'/House points to reward children for following the Great at Greenside Rules and for applying their 'Learning Powers'.

Children are grouped into Four House Teams and their DoJo points contribute to their weekly house point total. Individual pupils also work towards the following awards:

- 75 House Points they receive a bronze badge,
- 150 a silver badge,
- 250 a gold star badge.

Teachers' nominate pupils each week to receive an award in the Celebration Assembly. This is particularly special because only two children are picked for demonstrating excellence in one of the Learning Powers and one for following the Great at greenside rules. A child's outstanding behaviour is recognised by staff in the school by writing a comment in the 'Fabulous Book', which is read during Celebration Assembly.

At the end of each term, a 'Star of The Term' assembly is held to recognise the achievements of two individuals in each class.

Privilege List

Privileges must be earned and demonstrating good behaviour choices is expected of any child receiving one. Privileges include:

- representing the school in out of school activities (sports events, musical events or club events),
- extra playtime/golden time
- responsibilities in class/around the school (such as prefects)
- extra-curricular visits,
- class choosing a privilege,
- reading partners,
- being a buddy.

7.5 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. The majority of our children use the traffic light system to manage their behavioural expectations.

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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

If pupils can show the adult they are working with that they can make the right choices and follow the Greenside rules, their name will be moved back down to green.

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 will follow the following sanctions in response to unacceptable behaviour:

- 1) A verbal warning and reminder of the expectations of behaviour.

- 2) Moving a pupil onto 'Think' and giving a reminder of expectations.
- 3) Moving a pupil onto 'Amber' and moving a pupil within the room if appropriate.
- 4) Moving the pupil onto 'Red' for persistent misbehaviour or serious misbehaviour (see section 3). A pupil may also spend time in a buddy classroom at this point if appropriate.

In response to a 'red' incident, a pupil's parents/carers will always be informed, in the first instance by the class teacher and the incident recorded on CPOMs.

When a pupil moves into 'red' or in the event of serious misbehaviour, these will be tracked as follows:

- First instance – a verbal warning. This is recorded on CPOMs and the child's class teacher will inform parents/carers.
- 1st red letter – This is recorded on CPOMs and a member of SLT will inform parent's/carers in person or via telephone. A red letter/email will be sent home explaining the reasons.
- 2nd red letter - This is recorded on CPOMs and a member of SLT will inform parent's/carers in person or via telephone. A red letter/email will be sent home explaining the reasons.
- 3rd red letter - This is recorded on CPOMs and a member of SLT will inform parent's/carers in person or via telephone. A red letter/email will be sent home explaining the reasons.
- At any point where a pupils behaviour is causing concern, parents/carers may be invited in to discuss next steps and work collaboratively to produce an Individual Behaviour Plan (IBP) to support the pupil for an agreed amount of time or there is a consistent and marked improvement in the pupils behaviour.

School may also respond to misbehaviour in any of the following ways:

- Setting of written tasks during restorative work
- Expecting work to be completed at home, or at break or lunchtime
- Restorative time at break or lunchtime,
- Loss of privileges (outlined above)
- Proportionate school-based community service, such as tidying a mess created by the pupil
- Referring the pupil to a senior member of staff
- Phone call home to parents/carers (for all red/serious incidents)
- Red letter sent home (up to a maximum of 3).
- Putting a pupil onto an individual behaviour support plan (in consultation with parents/carers)
- Removal of the pupil from the classroom (for the remainder of the session)
- Suspension
- Permanent exclusions, in the most serious of circumstances

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.

7.6 Reasonable force

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

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

Incidents of 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 and 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.

7.7 Confiscation & Searches

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

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents/carers following discussions with school staff.

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 ensure a written record of the search is added to CPOMs.

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact a member of senior staff to try and 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 from 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, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- packs

- bags
- coats

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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, 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 the role of the appropriate adult).

The pupil's parents 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. These will be recorded on CPOMs.

7.8 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- 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 or visit
- Poses a safety risk to themselves or others
- Could adversely affect the reputation of the school

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

7.9 Online misbehaviour

In line with our curriculum, Greenside's first priority is to educate our pupils about safe use of online platforms and how to conduct themselves appropriately when online. If schools attempts to do this are not effective, the school can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

7.10 Suspected criminal behaviour

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

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

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

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

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

<https://www.greenside-sch.org/policies/>

7.12 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Restorative Time

Pupils can be issued with restorative time during break or lunchtimes. This will be a minimum of 15 minutes.

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.

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the safeguarding team, and will be removed for at most, the remainder of the school day.

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

Pupils should be reintegrated into the classroom as soon as 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 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 parents/carers
- Use of teaching assistants
- Short term behaviour plans
- Long term individual behaviour support plans
- Pupil support units (Oasis)
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMs.

8.3 Suspension and permanent exclusions

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.

In exceptional circumstances, it may be deemed appropriate that an individual spend some time off site due to the nature of their behaviour. A child may be excluded as a result of:

- repeated failure to follow academic instruction;
- failure to complete a behavioural sanction;

- repeated and persistent breaches of the school's positive relationships policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of wider pattern of behaviour.

In this instance, a phone call will be made home by a member of SMT explaining the situation and asking for parent/carers to collect their child. Work will be arranged for the child to complete during the period of any suspension, up to 5 days. This will be followed up by communication in writing from the headteacher with the following information:

- whether the exclusion is permanent;
- where the exclusion is a suspension, the precise period of the suspension;
- the reasons for the exclusion;
- the parent's right to make representations to the governing body, and how the pupil can be involved in this;
- who to contact about making such representations;
- the right on written request to see copies of a child's school record;
- the arrangements made by the school for the pupil to continue their education during the 1st 5 days of the exclusion, including setting and marking of work (with parent(s) having responsibility for ensuring that work sent home is completed by the pupil and returned to school);
- invitation to a reintegration meeting (where applicable) to ensure a smooth transition back into school.

In most instances, a child would receive a suspension for a set number of days. In exceptional circumstances, a child may be permanently excluded at the discretion of the headteacher. All parents/carers have the right to approach the governing body in all cases of exclusion **over 5 full days**.

In some circumstances, it may be deemed more appropriate for a child to spend time outside of their usual classroom for some of the reasons stated above. This would involve time being spent on-site away from their peers for a set period and supervised by a senior member of staff. Depending on the nature of the behaviour, this may be during lesson times or breaktimes and lunchtimes. In this instance, a phone call will be made home by a member of SMT explaining the situation and the intended outcome for the child.

School endeavours for all pupils to be successfully reintegrated back into class and wider school as soon as practically possible and it is safe to do so.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour or unregulated behaviour 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.

Individual provision maps are put in place to ensure pupils with SEND are fully supported with their behaviour where appropriate.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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. These include, but are not limited to:

- Short, planned movement breaks or sensory circuits for pupils with SEND who find it difficult to sit still for long
- Adjusting 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
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Use of Zones of Regulation language to re-regulate
- Use of sensory experiences, such as deep pressure exercises, therapeutic massages and weighted blankets.

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Leeds SEND Information Advice Service (Leeds Special Educational Needs and Disability Advice Support Service) on their helpline: 0113 3951222.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. Restorative time and repair work will always follow a 'red' incident. School staff will work with the pupil to understand the incident, including the build up and how to avoid a repeat in the future. Repair work will take place with other pupils or staff if appropriate.

11. Pupil 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

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

- Access to this policy
- The proper use of restraint (Team Teach)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Appendix 1: written statement of behaviour principles

Greenside Primary School Behaviour Principles Statement

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Greenside Primary School Governing Body is responsible for ensuring that the school sets general principles of good behaviour, positive relationships and taking responsibility. The head, the staff and all the governing body are responsible for securing and maintaining appropriate standards on a day to day basis. The principles aim to underpin the governor's duty of care to children and employees; promoting teaching and learning and high standards of attainment in a safe and caring environment for all.

The Governors at Greenside Primary School believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

Children

Children should:

- Be able to learn in an environment where they feel happy and safe
- Be listened to and feel valued
- Learn without disruption
- Be taught and encouraged to take responsibility for their own behaviour and actions

Staff

Staff should:

- Be able to work in a safe and happy environment
- Provide a positive learning environment where all children feel happy and safe
- Have high expectations of behaviour and adopt a fair and consistent approach to behaviour in line with the school's policy
- Be a good role model at all times
- Have a zero tolerance of discrimination of any kind in line with our Equality Policy

Parents/Carers

Parents/carers should:

- Feel comfortable and confident to discuss any concerns regarding behaviour with staff in school
- Work with school to adopt a consistent and fair approach to behaviour

Our Principles

- All children, staff and visitors have the right to feel safe at all times at school
- Greenside Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies

- The Governors expect children and parents to cooperate to maintain a positive learning environment
- The school rules should be clearly set out in the Behaviour Policy (Positive Relationships Policy) and displayed around school. Governors expect these rules to be consistently applied by all staff
- A wide range of rewards should be used to encourage and celebrate good behaviour, adopting a consistent and fair approach
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual child. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- We offer support for those children who find it difficult to consistently display acceptable behaviours and make the right choices this includes working with parents / carers and outside agencies
- We have effective communications systems to ensure that all relevant adults are aware of any behaviour incidents and such incidents are logged appropriately
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort when all other avenues have been explored or when there is a risk of danger to another pupil or adult in school
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- Staff have the power to discipline outside the school gate where appropriate
- Staff may use reasonable force in appropriate circumstances, in accordance with Team Teach training and outlined in the school's behaviour policy and the care and control policies

