Greenside Behaviour Policy

Date	Revised amendment details	By whom
	Implemented by school	*Ciara Finney*
	Review subject to any required statutory updates	*Ciara Finney*

Contents

1. Aims
2. Legislation
3. Roles and Responsibilities
4. Behaviour Culture and Expectations
5. Rewards and Recognition
6. Responding to Behaviour
7. Serious Behaviour and Sanctions
8. Responding to Behaviour from Pupils with SEND
9. Supporting Pupils Following Behaviour Incidents
10. Pupil Transition
11. Training
12. Monitoring
13. Links to Other Policies
14. Statement of Behaviour Principles

    Appendix 1: Behaviour Blueprint

    Appendix 2: Examples of Behaviour

1. Aims

At Greenside Primary School, we are committed to creating a calm, safe and inclusive environment where every child can learn, thrive and achieve their full potential.

This policy aims to:

• Promote positive behaviour and strong relationships across the school community.
• Establish clear expectations for behaviour based on our school values and the Four Bees.
• Create a consistent approach to behaviour that supports learning and wellbeing.
• Encourage pupils to take responsibility for their actions and understand the impact they have on others.
• Ensure behaviour is managed fairly, proportionately and with consideration of individual needs.
• Support all pupils to feel safe, respected and ready to learn.

2. Legislation, Statutory Requirements and Guidance

This policy is based on current legislation and guidance, including:

• Behaviour in Schools: Advice for Headteachers and School Staff
• Keeping Children Safe in Education
• The Equality Act 2010
• Suspension and Permanent Exclusion Guidance
• Use of Reasonable Force Advice for Schools
• Special Educational Needs and Disability Code of Practice

The policy also reflects the school's duties under the Education Act 2002, the Education and Inspections Act 2006 and other relevant legislation relating to safeguarding, behaviour and inclusion.

3. Behaviour Culture and Expectations

At Greenside, we believe behaviour is part of the curriculum. Just as we teach children to read, write and solve mathematical problems, we teach them how to be kind, respectful, responsible and safe members of the community.

Our behaviour culture is rooted in our values of Inspire, Nurture and Challenge and is underpinned by our Four Bees:

• Be Kind
• Be Ready
• Be Respectful
• Be Safe

These expectations are explicitly taught, modelled by adults and reinforced throughout school life. We recognise that children learn through guidance, practice and reflection and that mistakes are an important part of that learning process.

Positive behaviour is recognised and celebrated through praise, rewards, leadership opportunities and whole-school celebrations. Staff work hard to build positive relationships with pupils and create an environment where children feel valued, supported and successful.

This policy is intended to provide guidance and consistency but cannot cover every possible circumstance. Staff will exercise professional judgement when applying this policy, taking account of the age, needs and circumstances of individual pupils, safeguarding considerations and the impact on the wider school community.

4. Definitions

Behaviour that falls below the expectations of the Four Bees will be addressed through the school's behaviour systems and restorative approaches.

Serious behaviour is behaviour that causes, or risks causing, significant disruption, distress, harm or danger to others and may require involvement from senior leaders or external agencies.

Examples of behaviour and possible responses can be found in Appendix 2. These examples are illustrative and are not intended to be exhaustive.

5. Roles and responsibilities

5.1 Governance and Trust Oversight

The Elliot Foundation Academies Trust and those responsible for governance provide strategic oversight of behaviour across the school.

They are responsible for:

• Ensuring the school has an effective behaviour policy that reflects statutory requirements and Trust expectations.
• Monitoring behaviour, suspension and exclusion data.
• Holding school leaders to account for the implementation of this policy.
• Ensuring behaviour systems are fair, inclusive and support positive outcomes for pupils.

5.2 The Headteacher

The Headteacher is responsible for the day-to-day implementation of this policy and for promoting a positive behaviour culture throughout the school.

This includes:

• Ensuring staff are supported to implement the policy consistently.
• Monitoring behaviour patterns and responding to emerging issues.

• Ensuring behaviour systems work alongside safeguarding and SEND provision.
• Making decisions regarding serious sanctions, including suspension and permanent exclusion, in line with statutory guidance.

5.3 Staff

All staff are responsible for creating a calm, safe and purposeful environment where pupils can learn successfully.

Staff will:

• Model the Four Bees through their own behaviour and interactions.
• Teach and reinforce behaviour expectations consistently.
• Build positive relationships with pupils.
• Use praise, recognition and restorative approaches to promote positive behaviour.
• Respond to behaviour fairly, consistently and proportionately.
• Record and report significant incidents in line with school procedures.
• Work collaboratively with colleagues, families and external agencies where appropriate.

Senior leaders will support staff through coaching, guidance and intervention where necessary.

5.4 Parents and Carers

Parents and carers play an important role in supporting positive behaviour.

We ask parents and carers to:

• Support the school's values and behaviour expectations.
• Encourage their child to follow the Four Bees.
• Communicate with the school about any concerns that may affect their child's wellbeing or behaviour.
• Work in partnership with staff to support positive outcomes for their child.

5.5 Pupils

Pupils are expected to:

• Follow the Four Bees.
• Treat others with kindness and respect.
• Take responsibility for their actions.
• Engage positively with learning and school life.
• Contribute to a safe and inclusive school community.

Pupils will be supported to understand behaviour expectations through teaching, modelling, restorative conversations and positive relationships with adults.

6. Rewards and Recognition

At Greenside, we believe that positive behaviour should be recognised, celebrated and encouraged. We want every child to experience success and feel proud of the positive contribution they make to our school community.

All pupils begin each day on Green. Pupils who consistently demonstrate the Four Bees may be recognised through progression to Silver and Gold.

Staff actively look for opportunities to recognise positive behaviour, effort, kindness, responsibility and contribution to the school community.

Positive behaviour may be recognised through:

- Verbal praise and positive feedback.
- Progression through the school's recognition system.
- Celebration in class and assemblies.
- Communication with parents and carers.
- Leadership and responsibility opportunities.
- Individual and whole-class rewards.

The school operates a range of recognition systems, including Green, Silver and Gold, the Gold Box and class rewards. Further details can be found in the Greenside Behaviour Blueprint, appendix 1.

Recognition is intended to celebrate success, reinforce positive behaviour and encourage all pupils to demonstrate the Four Bees consistently.

7. Responding to Behaviour

At Greenside, we believe that children learn best when behaviour is addressed calmly, consistently and respectfully. When behaviour falls below expectations, our priority is to help pupils understand the impact of their actions, repair relationships where appropriate and return successfully to learning.

Staff will use a graduated and restorative approach to behaviour. Responses will be proportionate to the behaviour displayed and will take account of the age, needs and circumstances of the pupil, as well as the impact on others.

Staff may use a range of strategies to support positive behaviour, including:

- Reminders and redirection.
- Restorative conversations.
- Reflection time.
- Loss of privileges.
- Parental communication.
- Support from senior leaders.
- Behaviour support plans or pastoral interventions.

Where behaviour is repeated or causes concern, staff may seek support from senior leaders, the SENDCo or other appropriate professionals.

In some circumstances, staff may decide that a pupil should spend a short period of time in an alternative supervised space. This may be necessary to maintain safety, support regulation, prevent disruption to learning or enable a pupil to successfully re-engage with school expectations. Any such decision will be proportionate, supervised and time limited.

The school recognises that no policy can anticipate every situation. Staff will exercise professional judgement when responding to behaviour, ensuring that decisions are fair, reasonable and in the best interests of pupils and the wider school community.

Where behaviour may be linked to additional needs, safeguarding concerns or other underlying factors, these will be considered when determining the most appropriate response. Understanding the reasons behind behaviour does not remove the need to address it, but helps ensure that support is appropriate and effective.

8. Serious Behaviour and Sanctions

While most behaviour incidents can be resolved through restorative approaches and support, there may be occasions when more serious action is required.

Serious behaviour is behaviour that causes, or risks causing, significant disruption, distress, harm or danger to others. Examples of serious behaviour can be found in Appendix 2.

The school takes all incidents of bullying seriously. Allegations of bullying will be investigated and addressed in accordance with the school's Anti-Bullying Policy.

In response to serious behaviour, the school may involve senior leaders, contact parents or carers, implement additional support measures, remove a pupil from class for a limited period, or use suspension or permanent exclusion in line with statutory guidance.

The school may involve external agencies, including the police, where necessary to safeguard pupils, staff or the wider community.

8.1 Reasonable Force and Positive Handling

All staff receive regular training in behaviour management, de-escalation and positive handling.

In exceptional circumstances, reasonable force may be used to prevent injury, serious disruption, damage to property or to maintain safety. Any use of reasonable force will be reasonable, proportionate, lawful and recorded in accordance with school procedures.

The school recognises that a pupil's behaviour may sometimes be influenced by a special educational need or disability (SEND).

When responding to behaviour, staff will consider the individual needs of the pupil and whether reasonable adjustments are required. Where appropriate, advice may be sought from the SENDCo or other professionals.

Staff will always seek to understand the reasons behind a pupil's behaviour, including any contributing factors such as SEND, emotional wellbeing, safeguarding concerns or circumstances outside school. However, understanding behaviour does not remove the need to address it.

All pupils are supported to reflect on their choices, repair relationships where appropriate and develop strategies for future success.

Where behaviour causes ongoing concern, the school will work in partnership with parents, carers and external agencies to identify barriers and provide appropriate support.

9. Responding to Behaviour from Pupils with SEND

The school recognises that a pupil's behaviour may sometimes be influenced by a special educational need or disability (SEND).

When responding to behaviour, staff will consider the individual needs of the pupil and whether reasonable adjustments are required. Where appropriate, advice may be sought from the SENDCo or other professionals.

Staff will always seek to understand the reasons behind a pupil's behaviour, including any contributing factors such as SEND, emotional wellbeing, safeguarding concerns or circumstances outside school. However, understanding behaviour does not remove the need to address it.

All pupils are supported to reflect on their choices, repair relationships where appropriate and develop strategies for future success.

Where behaviour causes ongoing concern, the school will work in partnership with parents, carers and external agencies to identify barriers and provide appropriate support.

10. Supporting Positive Behaviour

At Greenside, we believe that behaviour support should help pupils learn, grow and succeed.

Where a pupil experiences difficulties in meeting behaviour expectations, staff will work with the pupil and their family to identify barriers and provide appropriate support.

Support may include:

- Restorative conversations.
- Check-ins with a trusted adult.
- Behaviour support plans.
- Pastoral support.

• Communication with parents and carers.
• Support from external agencies where appropriate.

Our aim is always to help pupils develop the skills, confidence and strategies needed to make positive choices and engage successfully in school life.

11. Transition

The school recognises that periods of transition can be challenging for some pupils.

New pupils will be supported to understand the school's expectations, routines and values through an appropriate induction process.

When pupils move between classes or transfer to another school, relevant information will be shared with staff to help ensure continuity of support and a successful transition.

12. Training

All staff receive training and support to implement this policy effectively.

This includes training in behaviour management, de-escalation, restorative approaches, safeguarding, SEND and positive handling. New staff receive behaviour induction as part of their onboarding, and ongoing training is provided as part of the school's professional development programme.

13. Monitoring Arrangements

The school monitors behaviour through a range of measures, including behaviour records, attendance data, pupil voice and stakeholder feedback.

Behaviour information is reviewed regularly by school leaders to identify patterns, evaluate the effectiveness of support and ensure that behaviour systems are applied fairly and consistently.

This policy will be reviewed annually by the Headteacher and approved through the school's governance arrangements.

14. Links with Other Policies

This policy should be read alongside the following policies:

• Child Protection and Safeguarding Policy
• Anti-Bullying Policy
• SEND Policy
• Mobile Phone Policy
• Exclusions Policy
• Staff Code of Conduct

Appendix 1: Statement of Behaviour Principles

• Every pupil has the right to feel safe, valued and respected.
• Every pupil has the right to learn in an environment free from disruption.
• Positive relationships are at the heart of effective behaviour management.
• High expectations of behaviour apply to all members of the school community.
• Rewards and recognition should be used to encourage positive behaviour.
• Behaviour should be addressed fairly, consistently and proportionately.
• Staff should seek to understand the reasons behind behaviour while maintaining clear expectations.
• Reasonable force will only be used when necessary, proportionate and lawful.
• Suspension and permanent exclusion will only be used as a last resort and in accordance with statutory guidance.
• The school will work in partnership with families and external agencies to support positive outcomes for pupils.

Appendix 2: Examples of Behaviour

The examples below are illustrative and are not intended to be exhaustive. Staff will exercise professional judgement when responding to behaviour.

Behaviour that may require a classroom response:

• Disrupting learning.
• Calling out.
• Not following instructions.
• Unkind behaviour towards others.
• Misuse of equipment or resources.
• Poor choices during transitions or social times.

Behaviour that may require senior leader involvement:

• Bullying.
• Physical aggression.
• Discriminatory language or behaviour.
• Deliberate damage to property.
• Serious defiance.
• Behaviour that places the safety of others at risk.
• Behaviour that causes significant disruption to learning.

Further information about the school's operational behaviour systems can be found in the Greenside Behaviour Blueprint.

Greenside Behaviour Blueprint

Inspire, Nurture, Challenge. *Rooted in kindness, guided by respect, and grown with consistency.*

Our Four Bees

At Greenside, we follow the Four Bees across all aspects of school life. These simple expectations are taught, modelled and reinforced by every adult.

Be Kind
Show care for yourself and others through your words and actions.

Be Ready
Be in the right place, at the right time, with the right equipment and mindset.

Be Respectful
Speak and act with consideration for others, property and the environment.

Be Safe
Make choices that keep everyone physically and emotionally safe.

Recognition and Celebration

At Greenside, positive behaviour is recognised, celebrated and encouraged.

All pupils begin each day on **Green**. Pupils who consistently demonstrate the Four Bees may be recognised through progression to **Silver** and **Gold**.

Recognition may include:

- Verbal praise
- Celebration in class and assemblies
- Gold Box rewards
- Leadership opportunities
- Communication with home
- Whole-class rewards

Visible Adult Consistencies

Every adult at Greenside plays a part in shaping a calm, respectful and purposeful school culture.

- Always respond, never react.
- Maintain a calm and consistent demeanour.
- Use non-emotive language and body language.

• Connect before you correct.
• Prioritise restoration and relationship repair.
• Maintain high expectations with warmth and consistency.

Praise in public, correct in private.

Restorative and Supportive Strategies

When behaviour falls below expectations, staff may use a range of restorative and supportive strategies, including:

• Reminders and redirection.
• Reflection and regulation time.
• Restorative conversations.
• Parental communication.
• Support from senior leaders.
• Additional behaviour or pastoral support.

Staff will exercise professional judgement when selecting the most appropriate response, taking account of the age, needs and circumstances of the pupil and the context of the situation.

30-Second Reset Script

To support a pupil to re-engage positively:

"I've noticed [describe behaviour]. That's not helping you or others to learn successfully. Remember, we've agreed to [state expectation]. Let's take a moment to reset so that you can make a positive choice. I know you can do this and I'll check back in with you shortly. Thank you for listening."

Restorative Conversation Prompts

• What happened?
• What were you thinking at the time?
• What have you thought since?
• How did this affect other people?
• Who has been affected?
• What can we do to put things right?
• What could you do differently next time?

The strategies outlined in this blueprint are intended to support consistency across the school. Staff will exercise professional judgement when responding to behaviour, ensuring that responses are fair, proportionate and appropriate to the individual circumstances.