POLICY STATEMENT FOR BEHAVIOUR MANAGEMENT

Policy Statement

Greenhill Primary School is committed to creating a positive, respectful, and inclusive learning environment. This policy aligns with English law, Department for Education (DfE) guidance, the Education Endowment Foundation (EEF), British Values, the UN Convention on the Rights of the Child (UNCRC), and our core school values: Resilience, Honesty, Respect, Kindness, and Engagement.

Legal and Policy Framework

This policy complies with:

- The School Standards and Framework Act 1998
- The Education Acts 2002 & 2011
- The Equality Act 2010
- DfE's Behaviour in Schools Guidance (2022)
- DfE's Use of Reasonable Force Guidance (2013)
- UNCRC Articles 3, 12, 19, and 28

Core Values and Positive Behaviour Promotion

We promote positive behaviour through:

- **Resilience:** Teaching emotional regulation and problem-solving.
- **Honesty:** Encouraging accountability through reflective conversations and the 'Fix-It' process.
- **Respect:** Upholding dignity and fairness for all.
- **Kindness:** Reinforcing positive behaviour via Values Badges, Class Dojo, and House Points.
- **Engagement:** Partnering with parents to maintain consistent expectations.

Values Badges:

- Pupils earn Values Badges by demonstrating school values.
- Badges are returned if values are not upheld and can be re-earned within 24 hours of positive behaviour.
- Pupils without a badge are ineligible for representing the school at events.

Roles and Responsibilities

- **Local Area Board (LAB) and Trustees:** Oversee policy implementation and ensure compliance.
- **Headteacher:** Enforces the policy and reports to the LAB.
- **Staff:** Model positive behaviour and support pupils.
- **Parents/Carers:** Reinforce school values at home.
- **Pupils:** Follow school rules and engage in restorative practices.

Behaviour Expectations and Consequences

POLICY STATEMENT FOR BEHAVIOUR MANAGEMENT

Expectations apply within school, on trips, and when representing the school.

Hierarchy of Consequences:

1. Verbal warning with clear explanation.
2. 'Fix-It' conversation with class teacher.
3. Second warning, leading to loss of badge if behaviour persists.
4. Restorative conversation and Fix-It time during break or lunch.
5. Withdrawal to a calm space (Rainbow Room) with adult supervision.
6. Referral to Assistant Headteacher or Headteacher.
7. Parental contact if higher-level consequences are required.
8. Internal exclusion, fixed-term suspension, or permanent exclusion for serious incidents.

Serious behaviours include fighting, repeated defiance, verbal abuse, bullying, vandalism, racism, or leaving school premises. These incidents result in parental contact and senior leadership intervention.

Restorative Practices and Support Systems

- **Restorative Conversations:** Guided reflection on behaviour and its impact using key questions:
    - What happened? What were you thinking and feeling? Who was affected and how? What needs to happen to make things right?
- **Fix-It Time:** Used for incomplete work or low-level disruption, occurring during break or lunch under teacher supervision.
- **Walking and Talking:** Trauma-informed support where children can share concerns with staff.
- **SEND Support:** Individualised strategies via the APDR cycle (Assess, Plan, Do, Review) and Personal Handling Plans (PHP) for pupils with identified needs.

Positive Reinforcement and Rewards

We promote positive behaviour through:

- **Class Dojo:** Awarding points for behaviour and effort.
- **House Points:** Pupils belong to one of four houses—Peel, Crompton, Kay, or Wood—with weekly and half termly rewards.
- **Certificates and Awards:** Presented during weekly celebration assemblies.

Use of Restrictive Intervention

At Greenhill Primary School, we are committed to creating a safe, supportive environment where positive behaviour is promoted through prevention, early intervention and de-escalation. Restrictive interventions, including reasonable force, restraint and seclusion, are only ever used as a last resort, when there is an immediate risk of harm to a pupil or others, or serious damage to property.

Restrictive intervention is defined as a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
Significant incident is defined as any incident where the use of force goes beyond appropriate physical contact between pupils and staff. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion is defined as a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint is a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

Reasonable force is a term used in legislation which includes physical restrictive interventions.. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:
1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Any intervention will be necessary, reasonable and proportionate, and used for the shortest time possible. The safety, dignity and wellbeing of pupils and staff will always be prioritised. Restrictive interventions are never used as a form of punishment.

All staff use de-escalation strategies wherever possible and respond to individual pupil needs, including those with SEND. Where appropriate, individual behaviour support plans and risk assessments will be in place to reduce the likelihood of restrictive intervention being required.

In line with statutory requirements (2026), all incidents involving reasonable force, restraint or seclusion must be recorded as soon as possible, ideally on the same day. Parents or carers will be informed on the same day wherever possible and provided with clear information about the incident. All incidents involving the use of reasonable force or restraint will be recorded on Arbor in line with school procedures. In addition, a Physical Intervention Record Form will be completed for each incident to ensure a clear, detailed and consistent account is maintained for safeguarding and monitoring purposes.

The written report will include key information such as: the date, time, location and duration of the incident; the names of those involved; what happened and what led up to the incident; why the intervention was necessary; the type of intervention used; any injuries sustained; and details of any follow-up support or actions taken.

We will communicate details of all incidents to parents in writing, via email . We will invite parents to a follow-up discussion, where appropriate, to review the incident. This discussion will cover:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and their effectiveness
- what could be done differently in the future

We will use this information to amend or update existing behaviour support plans as needed.

All incidents are reviewed by school leaders to ensure appropriate practice, identify patterns, and reduce the need for future interventions.

Searching, Screening, and Confiscation

Staff may search pupils without consent for prohibited items, including weapons, alcohol, drugs, or items banned by school rules. Confiscated items may be returned to parents or, if necessary, handed to the police.

Exclusions

Exclusions are a last resort, applied for extreme or persistent behaviour:

- **Fixed-term:** Includes lunchtime exclusions, part-time timetables, or suspension for designated days.
- **Permanent:** Used when other interventions fail or for severe incidents.
- Parents are notified and invited to discuss support strategies prior to exclusion.

Monitoring, Evaluation, and Complaints

- The Headteacher monitors policy effectiveness and reports to the LAB.
- Complaints follow the school's formal complaints procedure, available on the school website.

Review: This policy will be reviewed every two years, or sooner if regulations change.

Other related school policies and documents

Other documents which also relate to Behaviour management in school are listed below, these include:

- Anti-bullying Policy
- SEND Policy
- Online Safety Policy
- Whistle Blowing Policy
- Staff code of conduct
- School Uniform Policy
- School Attendance Policy

Appendix 1

Fix-it restorative activity.

Which of our school values do you feel your behaviour did not display?



What happened?

What were you thinking and feeling at the time?

What have you thought about it since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen to make things right?

Greenhill
PRIMARY SCHOOL
Working together