Greenholm Primary School
Official Policy

Name of Policy: Behaviour Policy

Date Reviewed: January 2026

Greenholm Primary
Greenholm Road
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Overview and Ethos

At Greenholm Primary School, we believe that excellent behaviour is developed through a culture of high expectations, positive relationships and the consistent modelling of our school values. Every child has the right to feel safe, respected and ready to learn.

Our five school values — **Responsible, Kind, Respectful, Curious** and **Resilient** — are at the heart of everything we do. They are explicitly taught, modelled and rehearsed so that pupils understand what these values look like in action. This shared language helps create a calm, purposeful environment where everyone can thrive.

Our Approach to Behaviour

Behaviour at Greenholm is something that we teach, not simply manage. Pupils learn routines, expectations and social behaviours in the same way they learn the curriculum — through explanation, modelling, practice and reinforcement. This approach builds pupils' self-regulation, independence and social understanding over time.

Staff are expected to be **calm, consistent and fair**, using clear routines and positive language to maintain a supportive climate for learning. Every member of staff shares responsibility for upholding the school's culture, ensuring that children experience the same high standards in every classroom, corridor and playground.

We describe our approach as **warm, strict and fair**: warm in our relationships, strict in our consistency, and fair in how we apply boundaries and consequences.

Guiding Principles

- Behaviour is a form of communication; our role is to teach, support and guide pupils towards making positive choices.
- We prioritise **prevention and de-escalation** through positive relationships, visibility, and consistent routines.
- We act with **dignity and respect** in all interactions, using private correction before public sanction wherever possible.
- We promote **inclusion and equity** by making reasonable adjustments for pupils with additional needs.
- We communicate clearly with parents and carers, working in partnership to maintain high expectations and mutual trust.

Statutory Framework

This policy is based on and consistent with:

- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, 2022)
- *Working Together to Improve School Attendance* (DfE, 2024)
- *Improving Behaviour in Schools* (EEF, 2024 update)
- *Equality Act 2010* and the *SEND Code of Practice (2015)*

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Our behaviour culture supports the aims of our Safeguarding and Child Protection Policy, ensuring that pupils feel secure and valued.

Non-Negotiables for Adults

Every adult in our school shapes behaviour culture through daily interactions. To ensure consistency, all staff will:

- Model the school values and positive behaviour at all times.
- Be visible and proactive, particularly at transition points.
- Use calm, precise language to correct behaviour and reinforce expectations.
- Follow the agreed Four-Step Model for correction and the Recognition Ladder for praise.
- Restore relationships following conflict and ensure pupils re-enter learning positively.

Scope of the Policy

This Behaviour Policy applies to all pupils in school, during lessons, breaks, lunchtimes, and any school-led activity and on school visits or residentials, where pupils are representing Greenholm.

The school has the right to address incidents of misbehaviour that occur outside of school where pupils are identifiable as Greenholm pupils, such as when wearing school uniform or travelling to and from school. This includes conduct that could:

- Affect the welfare of other pupils or members of the public;
- Bring the school into disrepute; or
- Impact relationships or safety within school

Any response to such incidents will be fair, proportionate, and in line with this Behaviour Policy. The Headteacher will consider factors such as context, evidence, and impact before deciding on any school-based sanction or intervention.

We take pride in our school uniform and pupils are expected to wear it smartly and always follow the school's Uniform Policy unless reasonable adjustments have been agreed.

For safety reasons, pupils must not bring dangerous or prohibited items into school. This includes, but is not limited to, knives, fireworks, lighters, cigarettes or vapes, or any item that could cause harm or be used to threaten others. Possession of such items will result in immediate referral to a senior leader and may lead to suspension or permanent exclusion in line with our Behaviour and Exclusion Policies.

Our Commitment

At Greenholm Primary School, we are committed to developing a culture where behaviour enables the achievement of our vision: all of our children to be happy, confident, motivated and ready for success.

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Praise, Recognition and Sanctions

At Greenholm Primary School, we recognise that positive behaviour is most effectively developed through consistent teaching, encouragement and reinforcement. Our approach to praise and correction is rooted in our five school values — **Responsible, Kind, Respectful, Curious** and **Resilient** — and in our belief that behaviour should be taught and modelled in the same way as any other skill.

As a school, we want children to understand that good behaviour is the expected standard. We believe that children should want to behave well for their own personal pride and to get recognition from respected adults not solely for rewards. We want children to be self-motivated to behave well and learn well.

We aim to maintain a high ratio of positive to corrective interactions. Staff use praise, recognition and encouragement to highlight success, build confidence and reinforce the school's shared values. When behaviour fall shorts of expectations, we respond calmly, predictably and proportionately giving pupils clear opportunities to reflect, reset and restore.

Our principle is simple: public recognition, private correction

Praise and Recognition

The first strategy for recognition of positive behaviour is verbal praise. This shows the pupil that the adult likes what they are seeing and reinforces to the pupil to repeat the behaviour. This can take many forms, such as an adult saying: thank you, wow, well done, etc. Praise and recognition work best when it is specific - telling the child what it is we like and what we want to see more of.

Dojo Points and Values
Teachers use Class Dojo to recognise and record positive behaviour and excellent work. Examples of when Dojos are awarded are as follows:

- Demonstrate one of the school values in action.
- Show sustained effort and a positive attitude towards learning.
- Show excellence in their work or go beyond what is expected

Each week, classes celebrate pupils who have earned Dojo points linked to the school values. Teachers may also use whole-class targets to promote teamwork and shared responsibility.

Positive Communication with Parents
Strong communication with families reinforces positive behaviour and effort. Staff are encouraged to:

- Send a positive Dojo message home to recognise progress, kindness or effort.
- Make a phone call home to celebrate significant achievements or sustained improvement.
- Involve senior leaders where appropriate so that recognition feels special and consistent.

Parents are key partners in supporting behaviour and learning, and regular positive contact builds trust and shared pride in children's success.

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Formal Recognition

Each week, pupils are celebrated in class and during Celebration Assemblies, where certificates and public praise are awarded for demonstrating school values, excellent work, or consistent positive attitude. Pupils may also receive:

- **Headteacher's or Deputy Headteacher's Award** for exceptional work or achievement.
- **Values Certificates** recognising consistent demonstration of a particular value over time.
- **Team or Class Awards** for collective effort, attendance or collaboration.

Rewards

Rewards have their place, and we feel they should exist for consistently good behaviour. We focus on rewarding children who are consistently well behaved. We are actively trying to avoid the scenario where a pupil behaves poorly for two days and then behaves at the expected standard on the third day and gets a reward for this. Children that behave consistently well need to know how vital they are in helping to achieve the school vision.

This year we are introducing a new system where there is a consistent reward for children as they achieve certain thresholds.

What?	When?
50	No certificate, pencil given end of day by teacher
100	When points reached - Class (A6 certificate)
150	When points reached - Phase Assembly (A5 certificate)
200	When points reached - Whole School (A4 certificate)
250	When points reached - Whole School (A4 certificate)
300	When points reached - Whole School (A4 certificate)
Most in Year Group	End of term assembly, certificate and prize
Class w/ Most in year	End of term assembly, certificate and prize
Class w/ Most in School	End of term assembly, certificate and prize
Most in Year Group	End of year assembly, certificate and prize
Class w/ Most in year	End of year assembly, certificate and prize
Class w/ Most in School	End of year assembly, certificate and prize

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San**ctions**

At Greenholm Primary School, sanctions exist to help pupils learn from mistakes, take responsibility for their actions, and repair relationships where harm has been caused. Sanctions are never used to humiliate or shame, but to maintain safety, reinforce expectations and support the pupil to make better choices in future.

Our approach is grounded in calm consistency. Every pupil knows what will happen if they choose not to meet expectations, and every adult responds in the same predictable way. This fairness and predictability help pupils feel secure and respected, even when being corrected.

When behaviour needs addressing, staff follow a simple, consistent process. This ensures pupils have clear opportunities to reflect, adjust and re-engage positively.

Step 1 – Reminder
A quiet, private reminder linked to the school values. The pupil is prompted to make a better choice without drawing public attention.
Example: "Remember, we show Respect by listening carefully. Thank you."

Step 2 – Warning
A clear warning that the behaviour must change, explaining the consequence if it continues.
Example: "This is your warning. You can show Responsibility by focusing on your task, or you'll need to take a time-out."

Step 3 – Time-Out / Refocus
Time-out is a short, planned opportunity for a pupil to calm and reset. As a guide, it should not exceed the child's age plus two minutes. It is a supportive pause, not a punishment, and the goal is always reintegration to learning.

Step 4 – Follow-Up / Restore
A restorative conversation with the adult involved, focusing on what happened, who was affected, and what can be done differently next time. This is logged on CPOMS if the behaviour is repeated or significant.

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Staff are guided by the Levels of Behaviour framework (see below), which supports consistent professional judgement and ensures a fair and proportionate response to behaviour across the school.

Level	Behaviour Examples	Staff Response / Consequences
Level 1: **Low-Level Disruption**	• Talking out of turn • Distracting others • Minor off-task behaviour (fidgeting, calling out) • Brief refusal to follow instructions	• Verbal reminder or warning • Short time-out within the classroom or brief temporary exit to regulate • Reference school values in feedback: "That wasn't responsible — let's try again." • Opportunity to earn back positive behaviour
Level 2: **Repeated Disruption / Minor Negative Choices**	• Repetition of Level 1 behaviours • Rudeness or unkind comment • Persistent low effort or incomplete work • Consistently disrupting others	• Short reflection time during break (up to age +2 minutes) • Restorative conversation: "How can we fix this and move on?" • Parental contact if behaviour persists • SENCo consulted if patterns suggest additional needs
Level 3: **Serious or Repetitive Negative Behaviour**	• Persistent Level 2 behaviours • Bullying or repeated unkindness • Threatening or aggressive behaviour toward peers • Minor vandalism or theft • Discriminatory comments	• Escalation to Phase Lead or Deputy Headteacher • Structured consequence (e.g. missed lunchtime or internal reflection) • Parent meeting where appropriate • Restorative conversation to repair relationships • SENCo involvement for further support or interventions (IBP, nurture, SEMH strategies)
Level 4: **Major Incidents / Risk to Others**	• Physical aggression toward peers or staff • Serious verbal threats or abuse • Possession of banned items • Repeated or escalating Level 3 behaviours	• Internal exclusion or structured in-school consequence. • Temporary loss of privileges (e.g. playground, lunchtime) • Suspension (up to 5 days) following investigation. • Parental meeting with Headteacher, Deputy Headteacher or Phase Lead • Reintegration meeting after sanction • SENCo consulted for pupils with additional needs

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In the rare event that a pupil's behaviour is persistent or extremely serious, the Headteacher may consider a suspension or permanent exclusion. Such decisions are made in line with Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, 2023) and the school's own Exclusions Policy, ensuring that exclusion is always a last resort and that all statutory procedures are followed.

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De-escalation

The basis for good behaviour management begins with strong, trusting relationships. The most powerful way to influence behaviour is through connection, calm communication, and consistent praise. Our default strategy is always to notice, reinforce, and reward pupils who are meeting expectations. Recognising positive conduct helps those behaviours to become habits and builds a culture where doing the right thing is the norm.

When a pupil's behaviour falls short of expectations, staff first use **de-escalation and relational strategies** before moving towards any sanction. In most cases, these strategies are sufficient to defuse the situation and re-engage the pupil in learning.

Common de-escalation approaches include:

- A quiet, private conversation to reset expectations.
- Praising nearby pupils who are meeting expectations.
- Encouraging the pupil to make a better choice or set a short, achievable target.
- Offering brief reflection time or a check-in with a trusted adult.
- Using agreed strategies from the pupil's Individual Behaviour or Learning Plan.
- Providing a change of seat, partner or environment.
- Using distraction or humour to shift focus.
- Allowing a short break in a calm, designated area.

These strategies are flexible and used with professional judgement. What works effectively for one pupil may not be right for another, so staff are encouraged to adapt their approach based on the child's needs and context.

Escalation

While most behaviour is addressed successfully through everyday strategies and consistent use of sanctions, there are occasions where additional support or escalation is required. This escalation process works alongside the Levels of Behaviour framework and enables staff to respond proportionately to the severity of a pupil's behaviour.

Escalation can take the following forms in school:

Escalation Level	For Ongoing or Repeated Concerns	For Severe or Immediate Concerns
For children with no EHCP	Report to Phase Lead at the end of the day.	Radio for a Senior Member of staff for immediate support.
For children with an EHCP	Report to SENCo at the end of the day.	Radio directly for the SENCo for immediate support.

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Escalation 1: for ongoing or repeated concerns

When a pupil's behaviour is concerning on a repeated basis or over an ongoing period, the class teacher will make the Phase Leader or SENCo aware. For a child with an EHCP, the SENCo will be consulted to determine if a review of provision is appropriate before taking this action.

Formal Behaviour Monitoring ("On Report")

The **Phase Lead** will decide whether to begin a formal period of behaviour monitoring.

1. The **Phase Lead** informs the pupil that their behaviour is a concern and that **five days of monitoring** will begin.
2. The **class teacher** provides a daily report on the pupil's behaviour.
    - ✅ *At expected standard*
    - ⚠️ *Not at expected standard* (recorded at the end of the day)
3. If a pupil's day is reported as **below expected standards**, the **Phase Lead** will sanction a **lunchtime reflection period**.
    - This means the pupil will spend their next lunchtime indoors with a member of staff.
4. The **Phase Lead** will email the class teacher, DHT and lunchtime supervisors to inform them of any missed lunch arrangements.
5. At the end of the five-day monitoring period, the **Phase Lead** will review progress and decide one of the following outcomes:
    - ✅ **Remove from report** – 5 good days achieved.
    - ⚠️ **Continue report** – 4 good days achieved (extend for 5 further days).
    - ❌ **Trigger Further Action** – 3 or fewer good days achieved, or repeated need for formal monitoring.

Note – all monitoring and outcomes must be recorded on CPOMS. It is not standard practice to inform parents at this stage, but this is a decision made at the discretion of the Phase Lead.

Further Action

Following an unsuccessful period of formal behaviour monitoring, the Behaviour Lead will determine the next steps. These may include:

- Implementing an additional sanction.
- Observation of the pupil by the DHT.
- Coaching or support for the member of staff involved.
- Referral to the SENCo for assessment of a possible additional need.
- Initiating an Individual Behaviour Plan (IBP).

Individual Behaviour Plans (IBP)

If it is determined that an Individual Behaviour Plan (see Appendix A) is required to best support a pupil's behaviour, parents will be informed, and a copy of the plan will be shared with them.

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An IBP is most appropriate for pupils who:

- Have an EHCP that includes targets related to social, emotional, or mental health needs.
- Have identified difficulties with self-regulation.
- Are at risk of suspension or exclusion.

Each IBP outlines clear targets, strategies, rewards, and sanctions, along with agreed support and a review date. The plan will also specify how progress will be monitored and how parents will be kept informed.

At this point, a bespoke approach will be implemented to meet the child's individual needs. The IBP takes priority over the general behaviour policy.

Escalation 2: for severe and immediate concerns

When a pupil's behaviour is of serious or immediate concern, staff may use the radio to request support from a senior member of staff. Wherever possible, the class teacher should make this call to maintain clarity and consistency.

For a pupil with an EHCP, the SENCo should normally be contacted first, unless the situation presents an immediate behaviour risk requiring senior staff intervention.

Senior Leader De-escalation

When present, the attending senior leader will use their professional experience to de-escalate the situation using any of the strategies below, based on their knowledge and experience of the pupil they have been called to.

- **Quiet word:** A calm, reassuring conversation to remind the pupil of the expected behaviour.
- **10 in 10 out:** Approximately 10 minutes sitting with the pupil in class, followed by 10 minutes outside the classroom to debrief the episode and plan for a better day.
- **10 out 10 in:** Approximately 10 minutes supporting the pupil outside the classroom, followed by 10 minutes helping them reintegrate successfully into class.
- **Individualised:** For a pupil with an Individual Behaviour Plan (IBP) or EHCP, the senior leader may use specific, personalised de-escalation strategies appropriate to the child's needs.

Senior Leader Sanctions

Once any necessary de-escalation is complete, the Senior Leader will investigate and decide on one of the following responses.

- **De-escalation sufficient:** A warning is given, or no further action is required.
- **Trigger Phase Lead report:** The Phase Lead follows the procedures for ongoing or repeated concerns.

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- **Refocus time with Senior Leader:** The pupil spends a short period (no more than half a school day) with a senior leader to reflect and reset.
- **Missed lunch:** The pupil spends one or more lunchtimes indoors with a member of staff, reflecting on how to improve their behaviour in the future.
- **Escalation:** More serious sanctions are considered by the Headteacher or Deputy Headteacher, or the matter is referred to the Anti-Bullying Policy below, where appropriate.

Senior Leader Escalation

When there is a potentially serious breach of the behaviour policy has occurred or where the pupil fails to comply with previous sanctions. Escalation sanctions can only be used by HT and DHT.

- **Internal exclusion:** Planned time away from the pupil's usual class to complete work with a senior or middle leader (for no more than two school das). Parents are informed.
- **Suspension:** A fixed period of time away from school, typically measured in half-day units. Parents are informed and the incident is recorded in line with statutory guidance.
- **Permanent exclusion:** Applied only in the most serious circumstances and always in line with the school's Exclusions Policy

Supporting Pupils with Additional Needs

At Greenholm, we believe that behaviour is a form of communication. A child's behaviour may signal that they are finding something difficult, are upset, or need additional support.

We maintain high expectations for all pupils, while recognising that some children require reasonable adjustments and targeted support to meet those expectations. Our approach is rooted in understanding need, developing strong relationships, and explicitly teaching the skills pupils need to succeed.

Identifying and Responding to Need

When a pupil's behaviour gives cause for concern potentially linked to an additional need:

- The class teacher logs the incident on CPOMS and discusses it with the SENCo.
- Concerns are reviewed as part of the school's graduated response to SEND, ensuring early identification, structured review and timely action.
- The pupil is discussed at the weekly Inclusion Meeting, where the SEN team and Phase Leads agree next steps and allocate support.

Working in Partnership

Partnership with parents and carers is central to our approach:

- The class teacher, as the first point of contact, meets with parents to share observations and agree initial strategies.

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- Where additional support may be needed, the class teacher and SENCo meet with parents to plan a coordinated response.
- Families are kept informed of progress, and their insights help shape the strategies used in school.

Types of Support

Support is tailored to the pupil's individual needs and may include:

- A key adult for regular check-ins, emotional regulation or debriefs.
- Access to a nurture group or quiet space to support social and emotional development.
- Referrals to specialist support, such as the Play Therapist or COMPASS Mental Health Service.
- Visual supports to aid transitions or routines.
- Targeted academic interventions to reduce frustration linked to learning challenges.
- Movement or sensory breaks for pupils who need help to self-regulate.

Planning and Reviewing Support

Where ongoing intervention is needed:

- An SEN Learning Plan is created by the SENCo and class teacher in collaboration with parents.
- The plan sets clear, achievable targets and outlines support strategies and review dates.
- Progress is reviewed termly (or half-termly where needed) and updated in partnership with families.

Reintegration and Reflection

Following a serious incident, additional strategies may include:

- Restorative conversations to repair relationships.
- A reintegration meeting with staff, parents and the pupil.
- Review or adaptation of the pupil's existing support plan.

Building Staff Expertise

Staff at Greenholm are supported to develop their expertise in meeting diverse needs through:

- In-class coaching, observation and modelling from the SENCo.
- Individual and whole-school CPD focused on SEND and SEMH needs (e.g. autism, ADHD, trauma-informed practice).
- Partnership work with the School Improvement Partner for Inclusion to ensure our provision is consistent, inclusive and evidence-informed.

Through this proactive and collaborative approach, pupils with additional needs are supported to meet shared expectations and to thrive both socially and academically.

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Bullying, Prejudice and Discrimination

At Greenholm, bullying, prejudice or discriminatory behaviour of any kind are never tolerated and are always addressed swiftly and appropriately. This approach reflects some of our core values — *Be Kind, Be Respectful, Be Responsible* — and aligns with both our **Anti-Bullying Policy (within this document)** and our **Response to Racism procedures**.

Our Definition

Bullying is the repetitive, intentional hurting of one person or group by another, where there is an imbalance of power. It can be physical, verbal, emotional, sexual, online or indirect. It may also include discriminatory behaviour linked to a protected characteristic under the Equality Act (2010), such as race, religion, gender, disability or sexual orientation.

Preventative Culture

We work proactively to prevent bullying and prejudice by embedding respect and empathy throughout the curriculum and daily life.

- **Curriculum:** PSHE, assemblies, RE and Computing explicitly teach empathy, equality and online safety.
- **School ethos:** Positive relationships and mutual respect underpin all interactions; unkindness is challenged calmly and consistently.
- **Pupil leadership:** Playground Leaders and School Council members model kindness and help resolve minor issues.
- **Awareness events:** Campaigns such as Anti-Bullying Week and Black History Month deepen understanding of respect and diversity.

Reporting and Investigation

Any member of staff who witnesses or receives a report of bullying, prejudice or discrimination must:

- Respond immediately (the same day) to ensure pupils are safe.
- **Log the concern on CPOMS**, tagging the relevant category (e.g. *bullying*, *racism*, *homophobia*).
- Inform a **senior leader or Phase Lead** who will oversee the investigation.

Senior leaders ensure that:

- All parties are listened to sensitively and fairly.
- The **SENCo or Pastoral Team** are involved where appropriate.
- Parents of both the victim and the perpetrator are informed.
- Findings and actions are clearly recorded.

Support for Pupils

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We prioritise the wellbeing of all children affected by incidents of bullying or discrimination. Victims receive reassurance, regular check-ins with a trusted adult, and additional monitoring during unstructured times to ensure they feel safe.

For the pupil(s) responsible, we focus on education, accountability and restoration. Pupils are supported to understand the impact of their actions and may take part in restorative conversations alongside appropriate sanctions. This ensures consequences are both fair and developmental.

Racism, Prejudice and Discrimination

Racist or prejudiced behaviour is treated as a serious breach of our Behaviour Policy. All incidents are managed using the school's Response to Racism procedure, which ensures consistency, accountability and education for all involved.

- All allegations are immediately referred to a senior leader and logged on CPOMS.
- A thorough investigation determines whether the incident involves *unintentional* or *intentional* racism.
- Educational responses are prioritised, including discussion about impact, empathy, and respect for difference.
- Sanctions may include missed lunchtimes, internal exclusion, or further escalation in line with the behaviour policy.
- Repeat or serious incidents are referred to the Headteacher or Deputy Headteacher for further action.

Monitoring and Review

All incidents of bullying, prejudice and discrimination are monitored and reviewed by the Senior Leadership Team and Governing Body to identify patterns and ensure that actions are effective and equitable.

Through a consistent balance of education, accountability and care, Greenholm continues to develop a culture where every pupil can thrive without fear of bullying or discrimination.

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Exclusions and Serious Incidents

At Greenholm, exclusion is always a last resort and used only in response to serious or persistent breaches of the school's Behaviour Policy or where allowing a pupil to remain in school would seriously harm the education or welfare of others. Our approach reflects DfE statutory guidance (*Suspension and Permanent Exclusion 2023*) and Greenholm's own Exclusion Policy.

Key Principles

- Every effort is made to de-escalate situations and explore alternatives before exclusion is considered.
- Decisions are based on a thorough investigation, using the civil standard of proof ("on the balance of probabilities").
- Exclusions are used fairly, consistently, and proportionately, taking into account individual circumstances and reasonable adjustments for pupils with additional needs.

Types of Exclusion

- **Internal Exclusion:** A pupil works away from their usual class and peers for a defined period under supervision. Parents are always informed.
- **Fixed-Term (Suspension):** The Headteacher may suspend a pupil for up to 5 days for a serious breach of the behaviour policy. The length reflects the severity of the incident, and parents are notified in writing.
- **Permanent Exclusion:** Used only in exceptional cases where a pupil's behaviour poses a serious and/or ongoing risk to safety or learning. The decision is made by the Headteacher and reviewed by the Governance Panel to ensure fairness and due process.

After an Exclusion

- A re-integration meeting takes place with parents, the pupil, and a senior leader.
- Support plans are reviewed or introduced to reduce the likelihood of further incidents (e.g. an Individual Behaviour Plan or pastoral support).
- Data on exclusions and serious incidents is regularly monitored by the Headteacher, Deputy Headteacher, and Governing Body to identify patterns and ensure accountability.

Serious Incidents

Serious incidents, such as physical violence, possession of banned items, or deliberate harm to others, are investigated immediately by a senior leader.

In incidents where there is a risk to the safety of pupils or staff, trained members of staff may use **positive handling** in line with the school's *Positive Handling Policy (2025)*. Any such intervention is recorded, reviewed, and followed by a debrief and appropriate reflection or support for all involved.

Where appropriate, serious incidents may involve:

- Referral to external agencies or the police;
- Implementation of risk assessments or additional safety measures;
- Consideration of exclusion, in line with the school's policy.

Through this process, Greenholm ensures that all decisions are **measured, transparent, and rooted in both care and accountability**. Our aim is always to support pupils to make better choices and reintegrate successfully into the school community.

Monitoring, Review and Oversight

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Behaviour at Greenholm is continuously reviewed to ensure that our systems remain effective, equitable and aligned with our values of *Kindness, Respect and Responsibility*.

Monitoring

Behaviour is monitored daily by class teachers and Phase Leads through observation, CPOMS logs and classroom records. The Senior Leadership Team regularly reviews patterns in rewards, sanctions, suspensions and positive handling to ensure consistency and proportionality.

The Pastoral and Inclusion Teams meet weekly to discuss individual pupils, evaluate current interventions and plan next steps. Termly analysis of CPOMS data identifies trends by phase, time, location and type of behaviour, allowing the school to act swiftly and prevent escalation.

Oversight and Accountability

- The Headteacher has overall responsibility for ensuring consistent implementation of this policy.
- The Deputy Headteacher and Phase Leads oversee behaviour monitoring, escalation, and restorative processes.
- The Governing Body receives a termly anonymised report on behaviour trends, exclusions, and bullying or prejudice incidents.
- The School Improvement Partner periodically reviews behaviour systems to provide external validation and ensure inclusive practice.

Review of Policy

This policy is reviewed annually by the Senior Leadership Team and Governing Body. Updates reflect analysis of behaviour data, feedback from staff, pupils and parents, and any new DfE or local authority guidance. The review process ensures the policy evolves in response to the needs of our community.

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Appendix 1: Template Individual Behaviour Plan

Greenholm Primary School – Individual Behaviour Plan (IBP)

Name:		**Class:**	
Phase Leader:		**Start Date:**	
Review Date:			

Reason for the Plan

•

Behaviour Targets (4–6 weeks)

1.

Triggers and Antecedents	Support Strategies and Interventions
	(Think Preventative, Teaching and Reactive)

Rewards	Consequences and Restorative Actions

Crisis Management Plan (if needed, delete if not)

Class Teacher: _____
Phase Leader: _____
Agreed with Parents/Carers: _____

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Appendix 2: Response to Racism

Immediate Response

- Ensure the safety and wellbeing of all pupils involved.
- Challenge and stop any racist behaviour immediately using calm, clear language.
- Do not ignore any incident, however minor it may appear.
- Offer reassurance to the pupil(s) targeted — make clear that the behaviour is unacceptable and will be addressed.

Reporting the Incident

- Log the incident on CPOMS under the Racism/Prejudice category.
- Notify the Phase Lead and a member of SLT immediately.
- Include a brief factual summary: what was said/done, where, who was present, and how it was addressed in the moment.

Investigation

- The SLT member or Phase Lead investigates promptly.
- Speak separately to:
  • the pupil(s) targeted
  • the alleged perpetrator(s)
  • any witnesses
- Establish whether the incident was intentional or based on ignorance/lack of understanding.
- The SENCo or Pastoral Lead should be consulted if the pupil has additional needs or known contextual factors.

Communication and Record Keeping

- Parents of both pupils (targeted and perpetrator) must be informed of the incident and the school's response.
- The incident and outcome must be recorded on CPOMS, tagged to Racism/Prejudice and Phase Lead/SLT.
- Serious or repeated incidents should be referred to the Headteacher or Deputy Headteacher.

Educational and Restorative Response

- For the perpetrator(s):
  • Support understanding through education, empathy and reflection.
  • Facilitate a restorative conversation if appropriate.
  • Apply sanctions in line with the Behaviour Policy where necessary.

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- For the pupil(s) targeted:
  • Provide reassurance and ongoing support from a trusted adult.
  • Offer follow-up check-ins to ensure they feel safe and heard.

Follow-Up and Monitoring

- The SLT member overseeing the case ensures follow-up actions are completed and the situation is monitored.
- Patterns or repeated issues are discussed in weekly inclusion and pastoral meetings.
- A summary of incidents is reported termly to Governors (no names shared) to ensure accountability and identify trends.

External Referral (if required)

- In cases of serious, repeated, or hate-motivated behaviour, the school may:
  • Make a referral to the Local Authority under hate incident procedures.
  • Contact the police if criminal behaviour (e.g. hate crime) is suspected.

Anti- Bullying

This anti-bullying procedure reflects these values and underpins our approach to ensuring every child feels safe, valued, and supported.

Definition of Bullying

Greenholm Primary School defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online. All forms of bullying will be challenged.

There are four key elements to this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Types of Bullying Behaviour

Type of Bullying	Examples of Behaviours
Physical	Pushing, poking, kicking, hitting, biting, pinching, and other deliberately hurtful physical behaviours
Verbal	Name-calling, sarcasm, spreading rumours, threats, teasing, and belittling

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Emotional	Isolating others, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulation, and coercion
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate material
Online/Cyber	Posting on social media, sharing photos, sending nasty messages, online exclusion, verbal abuse, or threats through online gaming
Indirect	Exploitation of individuals

Proactive Measures

Measure 1: Relationships and Supervision

At Greenholm, all staff members must always be vigilant in observing what is going on around them. If they see anything concerning, including bullying, they have a duty to act in accordance with the school's policy and procedures.

- All concerns are logged using the CPOMS system.
- All members of staff nurture positive relationships with pupils and between pupils.
- This ethos drives our approach: learning is made fun and engaging, mutual respect is created and reinforced, and inappropriate treatment of others is challenged quickly.
- Teachers communicate with parents at the classroom door and via ClassDojo regarding any concerns.

Measure 2: Curriculum

Our curriculum actively promotes kindness and anti-bullying. Children hear and experience positive messages about how to treat others throughout their time at Greenholm.

- Kindness is one of our explicit values, and we promote well-being by developing this value.
- Opportunities for kindness are spread evenly across all year groups within both the taught curriculum and enrichment opportunities
- We ensure that Anti-Bullying Week is given a high priority and highlights the definition of bullying and how children can seek support.

Measure 3: Playground Leaders

At Greenholm, we have a playground leaders system in place on both playgrounds during lunchtimes.

- Trained leaders initiate play with children who appear to be on their own.
- Leaders create games that encourage children to play with new friends, fostering additional friendships.

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Greenholm Primary
Greenholm Road
Great Barr
Birmingham
B44 8HS
0121 464 6321

Reactive Measures

Measure 1: Reporting
If you are concerned, do not hesitate to speak to a member of staff who will pass on your concerns to the most appropriate member of staff, which may the class teacher or a senior leader.

A senior leader will consider the initial evidence and decide on the best course of action, which might include a follow-up conversation with parents.

Measure 2: Investigation
A senior leader – usually the Deputy Headteacher – will oversee the investigation:

- The designated person (usually a member of the senior leadership team) will speak to the child who feels they are being bullied.
- Witnesses and the alleged perpetrator will be interviewed to build a clear picture. All information will be considered carefully.

Measure 3: Care for the Victim
If it is clear that the victim has been treated unkindly, whether it is judged to be bullying or a single incident, the priority is ensuring the victim's safety and reassurance.

- Talking to the child and ensuring they know who they can talk to if worried at school.
- Speaking to the child's friends to encourage them to take care of the victim on the playground and report any incidents.
- Making all staff aware via the CPOMS system to monitor the child during playtimes.
- Offering a daily slot where the child meets a trusted adult near the end of the day to discuss how their day has been, maintaining a daily log.

Measure 4: Sanction and Education for the Perpetrator
The senior leader will decide, based on the investigation, if bullying has occurred (i.e., repeated intentional actions).

- If bullying is NOT proven, usual behaviour sanctions (see Behaviour Policy) will apply. The perpetrator will be warned about the impact of their actions and if such actions recur.

If bullying is proven, sanctions are as follows (please also see the Education and Support section below which will be provided at every stage):

First Offence:
Appropriate time away from the victim which may include playtimes and/or learning times as an internal exclusion; parents informed in a meeting; incident recorded on file.

Second Offence:
Suspension for up to 1 day; parents informed in a meeting; incident recorded on file.

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Further Offences:
Suspension for up to 3 days; parents informed in a meeting; incident recorded on file.

Repeat Offenders:
Permanent exclusion in line with the school's exclusions policy.

Education and Support:

- Restorative conversations to help the perpetrator understand the consequences of their actions.
- Targeted sessions with a pastoral lead or trusted adult to address underlying issues.
- Signposting to external support services if additional intervention is required.

Measure 5: Record Keeping
When a bullying investigation occurs, a record is made on CPOMS:

Details include:

- A summary of concerns.
- Actions taken.
- The outcome of the investigation.

This ensures that any future incidents can be addressed with appropriate sanctions.

Conclusion

This policy will be regularly reviewed and updated in consultation with pupils, staff, and parents to ensure it continues to meet the needs of our school community and represents our collective commitment to preventing and addressing bullying in all its forms.

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