Green Lane School

Positive Behaviour and Relationships Policy

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Introduction:

Central to this policy is the well-being of all the children. This includes their physical safety, mental health and educational advancement. It both underpins and supports the positive ethos and the aims of the school.

This policy seeks to formalise:

1) Our intent in terms of the culture and learning environment we wish to create;
2) The implementation of this intent, namely the means by which we intend to support our attempts to establish and maintain a purposeful learning environment, in which the needs of our pupils are met on all levels, and where high standards of behaviour are encouraged;
3) The impact of this environment, for example how we measure our successes.

This policy has been developed with reference to relevant legislation and Department for Education (DfE) guidance, including:

- Behaviour in Schools: Advice for Headteachers and School Staff.
- Restrictive Interventions, Including the Use of Reasonable Force, in Schools.
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England.
- Keeping Children Safe in Education (2026).
- Searching, Screening and Confiscation: Advice for Schools.
- Mobile Phones in Schools.
- Working Together to Improve School Attendance.
- Supporting Pupils at School with Medical Conditions.
- The Equality Act 2010.
- The Education and Inspections Act 2006.
- The Children and Families Act 2014.
- The SEND Code of Practice: 0 to 25 Years

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Positive Handling Policy, Attendance Policy, Anti-Bullying Policy, Mobile Phone Policy, Special Educational Needs Policy and relevant risk assessments.

The school will review this policy in response to changes in statutory guidance, legislation and the needs of the school community.

Staff should also refer to other behaviour support documents such as:

- Positive Behaviour Blueprint
- Behaviour support pyramid
- Crisis management support
- The ‘Regulate, Relate, Reason’ approach
- Establish, Maintain and Restore (EMR) approach
- Behaviour Smart Plans.
- Individual pupil risk assessments and Regulation Steps.
- Behaviour Smart Recording and Reporting Guidance.
- Graduated Behaviour Response Framework.
- Pupil Passports and relevant communication/therapy plans.

Parent/Carer Expectations

At our school, we believe that strong partnerships with parents and carers are essential in supporting the needs and progress of every learner. We ask that parents/carers:

- Ensure their child attends school regularly, arrives on time, and wears the correct school uniform (or agreed adaptations, where appropriate).
- Share any information, concerns, or changes that may affect their child’s well-being, learning, or behaviour, ideally before the start of the school day.

- Work collaboratively with staff by supporting the school's policies, routines, and approaches to positive behaviour and emotional regulation.
- Engage in their child's learning journey by attending scheduled reviews, progress meetings, and other relevant school events or appointments.
- Work collaboratively with the school when additional behaviour support, individualised interventions, risk assessments or restorative approaches are required, recognising that responses will be tailored to the individual needs and understanding of each pupil.

Staff Expectations

At our SEND school, all staff play a vital role in supporting and promoting positive behaviour. We recognise that consistent, respectful, and informed approaches are key to helping our pupils thrive.

Staff are expected to:

- Model professionalism and high standards at all times, both in conduct and communication.
- Engage fully with behaviour-related CPD, especially where it relates to SEND-specific strategies and trauma-informed practice.
- Understand each learner's unique background, profile, and SEND needs, using this knowledge to inform their interactions and responses.
- Deliver well-planned, engaging, and differentiated lessons that are accessible, meaningful, and appropriately challenging for all pupils.
- Arrive fully prepared each day, ensuring routines and expectations are clear and consistent for learners.
- Recognise and reinforce positive behaviour regularly, using both verbal praise and agreed reward systems tailored to individual pupils.
- Model calm, respectful and emotionally regulated behaviour, particularly during times of challenge or dysregulation.
- Provide ongoing positive feedback and encouragement, focusing on effort, achievement, and personal progress.
- Treat all learners with dignity, fairness, and respect, promoting a culture of mutual trust.
- Apply the school's graduated behaviour response consistently, ensuring that actions, consequences and support are reasonable, proportionate, developmentally appropriate and informed by each pupil's SEND, communication needs, emotional regulation and individual behaviour plans.
- Implement agreed individual behaviour strategies, reasonable adjustments, regulation supports and risk assessments consistently.
- Record behaviour accurately and professionally on Behaviour Smart, using the appropriate recording function and identifying actions taken and next steps.
- Manage behaviour within the class team wherever safe and appropriate, requesting additional support when the level of risk, severity or complexity requires it.

All staff share responsibility for promoting positive behaviour through inclusive, strengths-based practice. We believe that learners make the most progress—academically, socially, and emotionally—when they experience:

- Trusting, respectful relationships
- Consistency paired with flexibility
- Supportive environments that value every individual

Our approach is rooted in the belief that behaviour is a form of communication, and that understanding each pupil's needs is central to promoting positive outcomes and lifelong learning.

We recognise that:

- Pupil's emotions are rarely put into words; far more often they are expressed through other nonverbal cues
- Behaviour should be viewed as the pupil's attempt to communicate
- Behaviour management should be consistent and based on an understanding of the function of the behaviour and an understanding of the pupil's developmental level
- It is constructive in nature, including such methods as sensory strategies, diversion and praise for appropriate behaviour
- There is positive encouragement for effort, separating the pupil from the situation

- Emotional intelligence should be used as a basis for defusing any behaviour situation.
- Reflecting upon negative behaviour provides a learning opportunity enabling learners to improve

Aims:

We believe:

- The keystone of any organisation is the forming and nurturing of good, positive relationships;
- Good behaviour is an essential ingredient in our ethos and aims;
- Appropriate behaviour needs to be taught, just like other curriculum areas, so that our children learn and embed high standards of behaviour for themselves and others;
- All of us are responsible for promoting high standards of behaviour, staff in monitoring behaviour around school, children in their own standards and their understanding of what is acceptable and what is not and parents in supporting school in the promotion of our ethos and values;
- All of us are entitled to dignity and respect, every effort should be made to preserve this;
- Children value a structured and ordered approach, with clear expectations, limits and standards;
- A learning environment with high standards of behaviour is the best environment for learning;
- Expectations should be rigorously reinforced by staff, a "This is the way we do things here" / "The Green Lane Way", approach is to be encouraged;
- Staff should receive training in how to promote our ethos, this will take the form of in-house Team Teach training and other informal training sessions throughout the year;
- Instructions should be clear, simple and age and ability appropriate, taking account of levels of understanding, speech and language issues and other factors affecting processing;
- Behaviour should be intrinsic, doing the right thing should be a reward in itself. This is the aim for all our children though we recognise that rewards can play a part in helping to develop to a stage of self-reliance and self-restraint;
- Relationships are more important than systems, there is no one 'system' for managing behaviour, staff can use a variety of strategies to teach behaviour but good relationships is the single most important factor;
- When consequences are used, they should reflect the misdemeanour and focus on repairing the damage done by that behaviour;
- Responses to behaviour will follow a graduated approach, with increasing levels of support, assessment, intervention and leadership oversight where behaviours become more frequent, intense, prolonged or present greater risk. Consequences will be individualised and applied where appropriate, with a focus on teaching positive alternatives and repairing harm.
- Physical restraint and or intervention should only be used to prevent a child from harming him/herself, others, or damaging property. At all times, staff actions must be Reasonable, Proportionate and Necessary. (See linked Positive Handling Policy for further information on this.)
- Incidents of positive handling, behaviour and extreme dysregulation should be recorded on Behaviour Smart, allowing us to monitor trends or patterns in behaviour, and take proactive measures to reduce risk;
- All procedures established and used in school should be kept under constant review, to evaluate their effectiveness.
- All of us are responsible for ensuring that students do not suffer discriminatory treatment on the grounds of ethnicity, religion, gender, disability or sexual orientation;
- All of us are responsible for ensuring that students do not suffer any form of peer on peer abuse.

We believe that:

- All behaviour is a form of communication, so every effort must be made to understand it.
- All consequences must be viewed as a conversation to improve future behaviour & teach better ways.
- All responses to unwanted behaviour must be appropriate and consistent.
- Behaviour is EVERYONE'S responsibility.
- There should be a 'balanced approach' in supporting behaviour regulation.

Supporting Communication and Understanding Behaviour

At Green Lane, we recognise that **behaviour is often a form of communication or may arise from barriers to communication and understanding**. Pupils may experience difficulties expressing their needs, emotions, choices or frustrations, or understanding the language, expectations and communication of others.

Communication is central to positive behaviour support. Staff must understand each pupil's individual communication profile and ensure that appropriate strategies are used consistently across the school.

Supporting Pupil Communication

- Use individual communication systems, including AAC, Makaton, symbols, objects of reference, visual supports and communication devices.
- Teach functional communication, including requesting help, making choices, expressing feelings, asking for a break and communicating discomfort or refusal appropriately.
- Recognise non-verbal communication, including gestures, facial expressions, body language, changes in engagement and behaviour.
- Provide opportunities for pupil voice, ensuring pupils can communicate their views, preferences and concerns in accessible ways.
- Work alongside SALT and other professionals to implement agreed communication strategies.

Supporting Staff Communication

- Use clear, concise and developmentally appropriate language, supported by visuals or AAC where required.
- Allow sufficient processing time and avoid repeated instructions or unnecessary verbal demands.
- Use a calm tone, positive language and consistent communication approaches.
- Adapt communication during dysregulation, reducing language, questioning and demands while prioritising reassurance and co-regulation.
- Check understanding rather than assuming a pupil has understood an instruction, expectation or consequence.
- Model appropriate communication, emotional language and positive social interactions.

Understanding communication needs does not mean removing expectations. Staff should explicitly teach pupils how to communicate needs, understand boundaries, develop positive relationships and express disagreement or frustration safely.

Communication strategies should be reflected in Pupil Passports, individual learning plans, SALT programmes, Behaviour Smart Plans and Regulation Steps where appropriate.

Our approach is to understand what the pupil is communicating, remove barriers wherever possible and teach more effective ways to communicate, regulate and engage.

Pupil voice should inform behaviour planning, interventions and reviews wherever possible. Staff must ensure that pupils can express their views through accessible methods, including AAC, visuals, observation, supported choices and familiar communication partners. Pupil contributions should be considered alongside family and professional perspectives when reviewing the effectiveness of support.

Positive Behaviour Support (PBS) and Team Teach – Our Golden Thread

At Green Lane, **Positive Behaviour Support (PBS) and Team Teach provide the golden thread** running through our whole-school approach to behaviour, relationships, communication and emotional regulation. These principles underpin our policies, protocols, curriculum, classroom practice and individualised support arrangements.

Our approach is proactive, preventative, relational and person-centred, recognising behaviour as communication and seeking to understand its function. We aim to reduce behaviours of concern by developing communication, emotional regulation, independence, positive relationships and meaningful engagement in learning.

Team Teach is not simply about physical intervention. It is a whole-school framework that promotes positive relationships, understanding behaviour, risk reduction, de-escalation, co-regulation and safe, respectful responses.

Physical intervention is only one element and must be reasonable, necessary and proportionate, used in accordance with statutory requirements and our Positive Handling Policy.

PBS and Team Teach principles are embedded through:

- **Whole-school culture and curriculum:** Explicit teaching of communication, emotional regulation, social understanding, positive relationships and independence.
- **Everyday classroom practice:** Predictable routines, reasonable adjustments, sensory supports, positive reinforcement, co-regulation and preventative strategies.
- **Behaviour planning and graduated responses:** Understanding functions of behaviour, identifying triggers, assessing risk and implementing individualised support through our Five-Wave Graduated Behaviour Response.
- **Staff practice and professional development:** Consistent adult responses, reflective practice, dynamic risk assessment, de-escalation and safe approaches.
- **Policies and protocols:** Consistent principles across behaviour, positive handling, safeguarding, attendance, inclusion, risk assessment and relevant curriculum frameworks.

These principles underpin the support we provide, the responses we make and the positive behaviour and regulation skills we explicitly teach through our curriculum.

Positive behaviour, communication, emotional regulation, social understanding, relationships and independence are explicitly taught and reinforced through our curriculum and everyday school experiences. Teaching is differentiated across pathways and individual needs, with progress evaluated through pupil outcomes, engagement, observations and behaviour monitoring.

Our guiding principle is to prevent and reduce behaviours of concern wherever possible, respond rather than react, and teach pupils the skills needed to communicate, regulate, develop positive relationships and participate successfully in school and wider life.

Relationships:

Connecting pupils to teachers who support their academic and individual development is critical to improving achievement. Learning necessitates effort, and connections with teachers are one of the strongest indicators of a pupil's effort and involvement with the curriculum.

Positive relationships and interactions between adults and pupils are required for effective teaching and learning. Positive attitudes such as respect and listening to one another are demonstrated by staff. This gives opportunity for pupils to develop empathy, compassion, relationship skills, and understanding. It allows pupils to feel respected and supported, which increases their likelihood of positive behaviour. Building trusting relationships with pupils, identifying triggers, establishing strategies, and de-escalating situations is the foundation of successful relational practice. The Establish, Maintain, and Restore (EMR) approach entails actively concentrating on those pupils who are most challenging to establish a relationship with and may be in the greatest need of a stable and positive relationship.

	Establish	Maintain	Restore
Definition	Intentional practices to cultivate a positive relationship with each pupil (i.e. build trust, connection and understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with learner)
Strategies	➢ Set aside window of time to spend with learner ➢ Inquire about learner's interests ➢ Communicate positively ➢ Open ended questions ➢ Affirmations ➢ Reflective listening ➢ Validation ➢ Reference learner info ➢ Deliver constructive feedback wisely	➢ Positive notes home ➢ Greet learners at the doors ➢ Relationship check in ➢ Random special activities ➢ High ratio of positive to negative interactions (5:1)	➢ Reconnect, Repair, Restore ➢ Take responsibility for negative interaction ➢ Deliver an empathy statement ➢ Let go of the previous incident and start fresh ➢ Communicate your care for having the learner ➢ Engaging in mutual problem solving

Roles and Responsibilities

The Governing Body:

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Behaviour Lead and Behaviour Support Team

The Assistant Headteacher responsible for Behaviour, Attendance and Pastoral Support leads the development, implementation and monitoring of the school's positive behaviour approaches.

Responsibilities include:

- Supporting staff with complex behaviour, emotional regulation and individualised behaviour planning.
- Overseeing Behaviour Smart recording, reporting and analysis.
- Identifying patterns and trends in behaviour, including the frequency, severity and impact of incidents.
- Supporting the implementation of the graduated behaviour response.
- Coordinating targeted and specialist behaviour support with key stage leaders, the Behaviour and Pastoral Mentor and other relevant professionals.
- Monitoring the effectiveness of interventions, individual plans and risk-reduction strategies.
- Providing behaviour-related training, coaching and guidance to staff.
- Reporting significant trends, outcomes and areas for development to senior leaders and governors.

The Behaviour Lead provides ongoing coaching, modelling and professional guidance to support consistent, effective behaviour practice across the school. Dedicated coaching time is planned each week**,** prioritising staff, classes and individual pupils requiring additional support. This may include classroom observations, practical modelling, reviewing behaviour and regulation strategies, developing individual plans and supporting staff confidence and skills. Coaching priorities are informed by behaviour data, monitoring findings, staff feedback and identified pupil needs. The impact of support is reviewed and used to inform further action planning and professional development.

The Behaviour and Pastoral Mentor provides targeted pupil support, interventions, regulation strategies and staff guidance under the direction of the Behaviour Lead and relevant senior leaders.

Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.
- Communicating incidents with parents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

How Our Behaviour Frameworks Work Together

At Green Lane, our approach to positive behaviour, relationships and emotional regulation is underpinned by Positive Behaviour Support (PBS) and Team Teach principles. Three interconnected elements guide how we teach, support and respond to behaviour across our five pathways.

Framework	Purpose	What this means in practice
Behaviour Support Pyramid	**The level of ongoing support a pupil needs.**	Universal, Targeted or Specialist support, informed by individual needs, behaviour patterns, assessment and review.
Five-Wave Graduated Behaviour Response	**How we respond to behaviour, incidents and changing levels of risk.**	Staff respond proportionately, increasing support, assessment, planning and oversight as frequency, intensity, duration or risk increases. Pupils do not need to progress through each wave.
Behaviour Curriculum	**What we explicitly teach pupils to develop positive behaviour and independence.**	Communication, emotional regulation, relationships, social understanding, safety, boundaries, independence and appropriate responses to real-life situations, differentiated across our pathways.

These elements work together rather than operating as separate systems. A pupil's ongoing level of support does not automatically determine the wave used to respond to an incident. Equally, responding to an incident must be accompanied by opportunities to teach, practise and reinforce the skills needed to reduce future behaviours of concern.

Our approach is to understand the pupil, provide the right support, respond proportionately and explicitly teach positive alternatives.

Example: A pupil pushes another pupil during a transition

Illustrative example — the actual response depends on the pupil, circumstances and risk.

Behaviour Support Pyramid – What support is needed?

The pupil may already receive Targeted support because of ongoing communication and regulation difficulties. Their plan includes visual transitions, additional processing time and adult co-regulation.

Five-Wave Response – What happened and how do we respond?

Staff assess the incident, its context and the level of risk. An unusual push creating an emerging safety concern may require a Wave 3 response, including appropriate recording, support and plan review. More serious harm or risk may require Wave 4 or 5.

Behaviour Curriculum – What needs to be taught?

The pupil is explicitly taught to request space, use a break symbol, wait safely, recognise others' personal space and practise supported transitions.

Behaviour Support Pyramid:

The school's behaviour support pyramid outlines the approach to supporting behaviour, as well outlining specific stepped support and plans. This pyramid identifies the level of ongoing support required and should be considered alongside the Five-Wave Graduated Behaviour Response and behaviour curriculum.



Tier	Support
Universal	The majority of pupils at Green Lane will operate under the school's Universal behaviour support approaches. See Positive Behaviour Blueprint. Where a pupil requires planned physical intervention to manage behaviours of concern, an individual Behaviour Smart Plan and appropriate risk assessment must be developed and shared with relevant staff. Following any unplanned significant physical intervention, the Behaviour Lead or relevant senior leader must review the incident and ensure that appropriate behaviour planning and risk assessment are completed or updated without delay. Ordinary positive touch, reassurance, therapy-related contact and routine care do not automatically require a Behaviour Smart Plan unless associated risks or individual circumstances indicate otherwise. All physical interventions must comply with the school's Positive Handling Policy.
Targeted	**1.** More targeted support required. Universal approaches are still to be utilised. Pupil Passport update or Behaviour Smart Plan creation (whichever suits the pupil). Support through key stage leads and other relevant professionals. **2.** Enhanced targeted support. Universal approaches are still to be utilised. Behaviour Smart Plan in place. Support through key stage leads, Behaviour Mentor, behaviour support team and other relevant professionals/SLT.
Specialist	**1.** Direct support from the Behaviour Lead and other school professionals. Pupil observations, reports and Positive Behaviour Plans created directly with class team or key supporting adults. Other relevant professionals to be involved, such as SLT, SENCO, OT, and SALT. **2.** Enhanced specialist support from the Behaviour Lead and other school professionals. Referral to outside agencies for support, such as CAMHS or Educational psychologist.

Relationship Between the Behaviour Support Pyramid and Graduated Behaviour Response

The Behaviour Support Pyramid identifies the level of ongoing behaviour provision required by an individual pupil, ranging from universal approaches to targeted and specialist support.

Alongside this, the school uses a five-wave Graduated Behaviour Response to guide staff responses to individual behaviours and incidents.

The two frameworks work together but serve different purposes. A pupil receiving specialist behaviour support may require a Wave 1 response to a minor incident, while a pupil ordinarily receiving universal support may require an immediate Wave 3 or Wave 4 response to a serious incident.

Pupils are not required to progress through each wave. The response will be determined by the individual circumstances, severity, frequency, impact and risk associated with the behaviour, alongside the pupil's needs and existing plans.

The School Rules

We have four school rules:

- Be sensible
- Be polite
- Be pleasant

- Be helpful

These rules are displayed prominently around school and in classrooms, and form the focal point of our ethos. We expect all our pupils to adhere to these principles at all times of the day, including during school trips/visits and outside of school.

Pupils should be reminded of the rules as often as possible, in positive terms, thus reinforcing the value we place on these behaviours. For example, “I can see you being really sensible getting ready for break time”, or “It was really polite when you held the door open for your friends just now.” Continued positive reinforcement aims to build an intrinsic motivation in our pupils to do the right thing. We aim to foster a culture of “this is how we do things here”.

Teaching and Adapting Behaviour Expectations

The four school rules apply across all pathways and phases of Green Lane School. However, the way expectations are taught, communicated, reinforced and demonstrated will vary according to pupils' developmental levels, communication abilities, sensory needs and individual learning profiles.

Staff will explicitly teach expected behaviours through modelling, visuals, AAC, repetition, social narratives, practical experiences and individualised reinforcement.

For some pupils, progress may be demonstrated through improved engagement, communication, tolerance, co-regulation, safe interaction or increased independence rather than conventional compliance with verbal instructions.

Staff should refer to individual pupil plans and the Positive Behaviour Blueprint to ensure expectations are accessible, meaningful and appropriately challenging.

The Social Discipline Window – High Expectations and High Support

At Green Lane, we use the principles of the Social Discipline Window to promote a relational, restorative and supportive approach to behaviour. We recognise that positive outcomes are most likely when high expectations are matched by high levels of support, consistency and understanding.

Our aim is to work WITH pupils, rather than doing things *TO* them through punitive responses or *FOR* them by removing all expectations and boundaries.

Staff are expected to maintain clear, consistent and developmentally appropriate expectations while providing the communication, sensory, emotional regulation and individualised support pupils need to achieve them.

This means that high expectations will look different for individual pupils across our five pathways, but our commitment to positive relationships, dignity, safety, learning and progress remains consistent.

Our principle: High expectations + High support = Positive relationships, regulation and successful learning.



Regulate, Relate, Reason – Our Relational Approach

At Green Lane, we promote the **Regulate, Relate, Reason** approach as part of our commitment to Positive Behaviour Support (PBS), Team Teach and trauma-informed, relational practice.

We recognise that pupils experiencing emotional dysregulation, distress or heightened anxiety may not be ready to process instructions, reflect on behaviour or engage in learning. Staff should respond to the pupil's emotional and developmental needs before expecting reasoning or reflection.

- **REGULATE – Support emotional and sensory regulation.** Prioritise safety, reduce demands where appropriate and use individualised co-regulation, communication and sensory strategies to help pupils feel safe and become ready to engage.
- **RELATE – Connect through positive relationships.** Use calm, consistent and reassuring interactions, familiar adults, empathy and supportive communication to build trust and maintain connection.
- **REASON – Support understanding, reflection and learning.** Once the pupil is sufficiently regulated and able to engage, use developmentally appropriate communication, restorative approaches, modelling and explicit teaching to help them understand expectations, repair relationships and develop positive alternatives.

These principles are flexible and responsive rather than a rigid sequence. Regulation and relationships should be embedded throughout the school day, not just following incidents of dysregulation.

Our principle: Support regulation, maintain connection and teach the skills needed for future success.

Key adult consistencies:

Our key adult consistencies reflect the Social Discipline Window, ensuring that clear expectations and boundaries are always balanced with high levels of relational, communication and emotional regulation support. Staff will be consistent in supporting behaviour and emotional regulation at all times, in line with this and other school policies. We believe that consistent approaches by all, support positive behaviour and relationships, which help builds a foundation for outstanding education. Pupils at Green Lane will be met with key adult consistencies, such as:

- Pupils at Green Lane can expect to be met with adults who are calm, controlled & consistent.
- Empathetic responses, taking into consideration the pupils experiences & understanding of the world around them.
- Pupils at Green Lane will always be kept safe by adults.
- We are relentlessly positive.
- Consistent language & visual supports.
- High expectations.
- CALM communication (**C**ommunication, **A**wareness & Assessment, **L**istening, **M**aking safe).
- Daily meet & greets from all staff, both at the pupil entrance & when entering each classroom or lesson (where applicable) throughout the day.
- Persistently catching pupils doing the right thing, linking to the four school rules above.
- Supporting pupils who drop below expectations.
- Classroom recognition boards (where appropriate).
- Excellent transitions around the school site, including fantastic line ups & walking around school.
- Outstanding & clear routines to ensure pupils feel safe.
- Restorative approaches to behavioural concerns or conflict.
- Scripting difficult interventions.
- Emotional literacy and regulation support through the 'Zones of Regulation'.
- Consistent implementation of individual Behaviour Smart Plans, communication supports and Regulation Steps.
- Proactive identification of early signs of dysregulation and timely use of agreed preventative strategies.
- Class teams taking responsibility for managing behaviour safely and appropriately, with clear escalation to additional support when required.

- Respond, Don't React: Consider what a pupil may be communicating through their behaviour, including sensory, emotional, trauma-related, developmental or communication needs. Maintain high expectations while providing appropriate support, teaching positive alternatives and using proportionate consequences where meaningful.
- Use Praise in Public, Reprimand in Private (PIP/RIP) where appropriate, ensuring praise and corrective feedback are individualised to pupils' communication, developmental and emotional regulation needs.
- Communication First: Recognise behaviour as potential communication. Use each pupil's agreed communication approaches, adapt adult language, allow processing time and explicitly teach functional communication to reduce frustration, improve understanding and promote positive behaviour.
- Apply the Regulate, Relate, Reason approach by prioritising emotional regulation and relational connection before expecting pupils to reflect, reason or engage in restorative learning.

Praise in Public, Reprimand in Private (PIP/RIP)

At Green Lane, staff promote positive behaviour through **Praise in Public, Reprimand in Private (PIP/RIP)**, wherever appropriate. This approach supports positive relationships, pupil dignity and emotional wellbeing.

Praise in Public (PIP): Staff recognise and celebrate positive behaviour, effort, engagement, communication and emotional regulation. Praise should be specific, meaningful and individualised. Public recognition should only be used where the pupil is comfortable with this; some pupils may prefer discreet, visual or individual praise.

Reprimand in Private (RIP): Where behaviour requires correction, staff should aim to address this calmly, discreetly and respectfully, avoiding public confrontation, embarrassment or unnecessary escalation. Expectations should be reinforced using appropriate communication, processing time and individualised support.

For pupils experiencing dysregulation, staff should prioritise safety, co-regulation and de-escalation rather than reprimands. Any corrective discussion or restorative follow-up should take place when the pupil is regulated and able to engage.

The principle is to recognise positive behaviour openly where appropriate, while addressing behaviours of concern sensitively, preserving dignity and maintaining high expectations.

Rewards

Positive relationships are integral to our school culture. An ethos of encouragement and praise should go firmly hand in hand with this. Staff should aim to “catch pupils doing the right thing” as often as possible. Pupils value praise and positive reinforcement, and it should be viewed as a way of enhancing their self-esteem and confidence. Many of our pupils experience failure of one form or another in education, and it is our duty as staff to be the difference and support our children to achieve success. Celebration of these successes should be regular.

There is no single ‘system’ that is most effective for promoting good behaviour, rather a culture and ethos of shared values is the most effective means of achieving the atmosphere that we want. Positive comments made to a pupil, in the moment, are by far the most impactful source of praise and recognition. Other methods of offering praise can support this process so with this in mind, listed below are some methods of offering praise and reward to our pupils.

- Merit award – presented on a Friday during assembly;
- Phone calls home;
- Visiting the Headteacher, Deputy or Assistant Headteachers to show work or receive praise;
- Visiting a Head of Key Stage/Pathway to share successes;
- Visiting other members of SLT;
- Visiting a curriculum leader after excelling in a particular subject;
- Sharing success with a trusted member of staff, with whom the pupil has a strong relationship;
- Positive notes in the home school book;
- Recognition notes;
- Stickers;
- Choice time

At Green Lane, recognition and celebration of positive behaviour will reflect individual pupil progress. This may include achievements in emotional regulation, communication, engagement, relationships, resilience, independence, safe behaviour and successful use of taught strategies.

For pupils working at earlier developmental stages, reinforcement may be immediate, sensory-based, visual or activity-based. Staff should ensure that rewards are meaningful, accessible and appropriate to the pupil's individual profile.

The overall aim of this approach is to foster an understanding among our pupils that good behaviour and doing 'the right thing' are rewards in and of themselves. We want to develop good people, rather than individuals solely motivated by external gains.

Whilst this is the case, we recognise that for some of our pupils, external motivators may support the development of more intrinsic motivations. For this purpose, some of the following methods may be employed in individual classes or for individual pupils:

- Recognition walls
- Reward Charts
- Star of the day/week

Responses and Consequences

At Green Lane, we recognise that pupils may at times display behaviours that fall below our expectations. Behaviour can communicate distress, unmet needs, difficulties with communication, sensory differences, emotional dysregulation or difficulties understanding and following expectations.

Staff must consider the context and function of behaviour, the pupil's developmental level, communication abilities, SEND and EHCP provision before determining an appropriate response.

We maintain high expectations for all pupils while recognising that reasonable adjustments and individualised responses are essential.

Staff should distinguish between behaviour requiring regulation and support, behaviour requiring explicit teaching or re-teaching, and behaviour where a proportionate consequence may be appropriate.

All responses should prioritise safety, dignity, positive relationships, learning and the reduction of future incidents. The school's Graduated Behaviour Response Framework provides further guidance on actions, consequences and escalation.

Some appropriate responses are:

- Verbal advice and support;
- Reminders of firm and clear boundaries;
- Sensory support;
- Communication support;
- Use of humour to divert and distract from the behaviour, utilising the strength of personal relationships;
- Planned reduction of attention to specific behaviours, where appropriate, while continuing to monitor and respond to the pupil's safety, communication and emotional needs;
- Withdrawal from a situation – either offered or directed;
- Planned and supported regulation time, with clear arrangements for supervision, monitoring and return to learning;
- Other distraction and diversion methods.
- Use of individual Regulation Steps and Behaviour Smart Plans.
- Co-regulation and adapted communication.
- Temporary reduction or adaptation of demands.
- Restorative and re-teaching approaches.

Understanding the Functions of Behaviour – Respond, Don't React

At Green Lane, we recognise that all behaviour has a function and occurs within a context**.** Understanding why a behaviour may be happening is essential to providing appropriate support, reducing incidents and teaching positive alternatives.

Staff should adopt a **"Respond, Don't React"** approach, taking time wherever possible to consider what may be contributing to a pupil's behaviour rather than responding solely to what is seen.

Possible underlying factors and barriers may include:

- **Communication:** Difficulties expressing needs, emotions, choices or understanding expectations.
- **Sensory needs:** Sensory overload, sensory seeking, environmental demands or unmet regulation needs.
- **Emotional wellbeing:** Anxiety, frustration, emotional dysregulation or difficulties managing change.
- **Trauma and Adverse Childhood Experiences (ACEs):** Previous experiences that may influence a pupil's sense of safety, relationships, trust and responses to perceived threats.
- **Learning and developmental needs:** Difficulties understanding instructions, social expectations, consequences or the demands of a task.
- **Physical and environmental factors:** Pain, illness, fatigue, hunger, transitions, relationships or changes in routine.

Staff should consider whether behaviour may be serving a function such as gaining access to something, avoiding or escaping a demand, seeking connection or attention, communicating a need, or meeting a sensory or regulation need**.** These are possible explanations, not assumptions, and should be explored through observation, communication and assessment.

Understanding behaviour does not mean accepting all behaviours or removing boundaries and expectations. Pupils must also be supported to develop an understanding of right and wrong, personal responsibility, safety, relationships and the impact of their actions on others. This learning should be developmentally appropriate, explicitly taught and reinforced through modelling, repetition, restorative approaches and meaningful consequences where appropriate.

Staff should balance empathy and understanding with clear, consistent expectations. Dynamic responses will sometimes be necessary to maintain safety, but wherever possible staff should consider the triggers, function and individual circumstances before determining their response.

Behaviour may indicate an unmet need, distress, harm or a safeguarding concern. Staff must remain professionally curious and recognise that bullying, child-on-child abuse, harmful sexual behaviour, discrimination and significant changes in behaviour may require safeguarding action. Concerns must be reported in accordance with the school's Child Protection and Safeguarding Policy and recorded on CPOMS where appropriate. Behaviour support must never replace safeguarding procedures.

Our approach is to understand the behaviour, respond to the need, maintain appropriate boundaries and teach a safer, more positive alternative.

Stepped support strategies:

Staff will use a graduated, proportionate and individualised response to behaviour. The following stepped strategies provide a range of approaches that may be used to prevent escalation and support pupils back into learning.

These steps are not a rigid sequence. Staff should use professional judgement and individual behaviour plans to select the most appropriate response. Where a pupil is experiencing significant dysregulation, the priority must be safety, communication, co-regulation and reducing demands rather than repeated warnings or expectations for immediate reflection.

All pupils will be supported by adults in being, helpful, pleasant, polite & sensible, in a manner that is appropriate to them as an individual.

Redirection—Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness.

Reminder—A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Proactive responses in understanding what the possible behaviour means (is another strategy or intervention needed, such as OT). Does the pupil have the planned supports in place?

Supportive reminder and opportunity to reset. Provide a clear, calm and developmentally appropriate reminder of expectations. Offer positive attention, reassurance, support and an opportunity to make a different choice. Use agreed communication and regulation strategies and allow appropriate processing time.

Take-up Time— Redirect the pupil and give them a few minutes or more (appropriate to pupil) to regulate and get back on task. Return to the pupil focusing on something positive.

Triage—Triage is a no-blame environment. Triage addresses the question: 'How can this pupil return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Pupils are supported to regulate their emotions to support them returning to class. Logical actions and consequences, appropriate to the pupil & situation should be put in place.

Restorative follow-up and learning – Once the pupil is regulated and ready, staff should support an appropriate restorative or learning activity. This may involve a conversation, visual reflection, modelling, supported repair or re-teaching of expectations. The timing and approach must reflect the pupil's developmental and communication needs. Where immediate reflection is not appropriate, follow-up should take place at a later suitable time.

Graduated Behaviour Response – Five-Wave Framework

At Green Lane School, we use a five-wave graduated response to behaviours of concern. This ensures that staff respond consistently, proportionately and appropriately to individual incidents, taking account of each pupil's SEND, developmental level, communication abilities, emotional regulation and individual needs.

The framework provides guidance on the level of response required, appropriate actions and consequences, recording expectations and when additional support or leadership involvement is necessary.

The framework operates alongside the school's existing Universal, Targeted and Specialist Behaviour Support Pyramid, Positive Behaviour Blueprint, Behaviour Smart Plans, Regulation Steps and Positive Handling Policy.

The five waves are not a rigid sanctions ladder. Pupils do not need to progress through each wave. A serious incident may require an immediate Wave 4 or Wave 5 response, regardless of previous behaviour.

As behaviour increases in frequency, intensity, duration or risk, the school's response increases in support, assessment, planning and oversight — not automatically in punishment.

The wave applied reflects the incident, individual presentation and assessed risk, rather than automatically reflecting the pupil's level within the Behaviour Support Pyramid.

Wave 1	Universal / Low-Level Response
Typical behaviours	• Occasional low-level disruption or distraction. • Minor difficulties following routines or instructions. • Brief refusal or avoidance of an activity. • Minor disagreements or inappropriate comments. • Early signs of dysregulation with limited impact or risk.
Expected staff response	• Managed by the class team using universal behaviour approaches. • Calm redirection, reminders and positive reinforcement. • Use of visuals, communication supports and appropriate processing time. • Co-regulation, sensory strategies and reasonable adjustments. • Re-teaching expectations and supporting positive choices.
Possible actions and consequences	• Supportive reminder, re-teaching expectations, supported choice, natural or logical consequence where appropriate, and brief restorative follow-up.
Recording	• Behaviour Smart Clicker or Behaviour Communication Log where additional context is required.
Oversight	• Class team

Wave 2	*Targeted / Repeated Low-Level Response*
Typical behaviours	• Repeated low-level disruption or refusal. • Increasing frequency of dysregulation. • Persistent difficulties with routines or transitions. • Repeated minor incidents affecting learning or relationships. • Emerging patterns of behaviour despite universal support.
Expected staff response	• Class team reviews triggers, patterns and existing strategies. • Check that individual communication and regulation supports are being implemented. • Introduce targeted interventions and additional structure. • Consider a Behaviour Support Profile or review an existing plan. • Discuss concerns with key stage leaders or the Behaviour and Pastoral Mentor where appropriate. • Communicate with parents/carers where concerns persist.
Possible actions and consequences	• Supported restorative activity, re-teaching routines, individualised logical consequences, targeted regulation support, structured reparation and additional monitoring.
Recording	• Behaviour Communication Log, with Clicker records used to monitor patterns. Use an Incident report where the seriousness warrants it.
Oversight	• Class teacher and key stage leader, with Behaviour and Pastoral Mentor support where appropriate.

Wave 3	*Enhanced / Moderate Incident Response*
Typical behaviours	• Repeated behaviours affecting the safety or learning of others. • Escalating dysregulation requiring increased adult support. • Physical behaviours with limited injury or impact, but presenting an emerging risk. • Significant disruption to learning or the classroom environment. • Continued behaviours of concern despite targeted strategies. • Incidents requiring additional adult intervention or a review of safety arrangements.
Expected staff response	• Prioritise safety, co-regulation and de-escalation. • Request additional support where the class team cannot safely manage the situation. • Review Behaviour Smart data, triggers and current strategies. • Develop or update a Behaviour Smart Plan and risk assessment where required. • Involve the Behaviour Lead, key stage leader or relevant professionals. • Consider further assessment, targeted intervention or specialist support. • Review the impact on the pupil, other pupils and staff.
Possible actions and consequences	• Structured restorative work, supported repair, individualised logical consequences, additional supervision, temporary safety-related adjustments and targeted behaviour interventions.
Recording	• Behaviour Communication Log or Incident report according to seriousness. Physical Intervention Incident report where applicable.
Oversight	• Class teacher, key stage leader and Behaviour Lead, with SLT involvement where required.

Wave 4	*Significant / High-Risk Incident Response*
Typical behaviours	• Serious physical behaviours presenting significant risk of injury. • Incidents involving actual harm or significant potential harm. • Serious aggression towards others. • Significant damage to property creating a safety concern. • Repeated incidents requiring restrictive physical intervention. • Serious disruption or behaviour that creates substantial risks for pupils or staff. • Persistent high-risk behaviours despite enhanced support.
Expected staff response	• Immediate safety response and appropriate additional staff support. • Follow individual risk assessments and the Positive Handling Policy. • Use de-escalation and the least restrictive effective interventions. • Inform the Behaviour Lead or SLT promptly. • Ensure medical checks and post-incident support where necessary. • Review behaviour plans, risk assessments and the effectiveness of current provision. • Arrange parent/carer communication and relevant multidisciplinary involvement. • Consider whether an urgent review of support or provision is necessary
Possible actions and consequences	• Enhanced risk-management arrangements, structured restorative intervention, individualised consequences where appropriate, additional supervision, specialist support and formal review of provision. Suspension may be considered where lawful and justified
Recording	• Behaviour Smart Incident or Physical Intervention Incident report as applicable, alongside safeguarding or accident records where required.
Oversight	• Behaviour Lead and SLT.

Wave 5	*Critical / Exceptional Incident Response*
Typical behaviours	• Incidents involving serious injury or immediate risk of serious harm. • Exceptional incidents involving dangerous behaviour that cannot be safely managed through existing arrangements. • Serious safeguarding incidents requiring an urgent coordinated response. • Critical incidents involving significant threats to the safety of pupils, staff or others. • Persistent extreme-risk behaviour requiring urgent multidisciplinary and provision review. •
Expected staff response	• Activate appropriate emergency, safeguarding or critical incident procedures. • Request immediate senior leadership assistance and emergency services where necessary. • Prioritise safety, medical support and the welfare of everyone involved. • Follow the Positive Handling Policy where physical intervention is necessary. • Ensure appropriate communication with parents/carers. • Undertake an SLT-led post-incident review. • Review all relevant risk assessments, behaviour plans and support arrangements. • Consider urgent involvement of the local authority and external professionals. • Consider an urgent EHCP review and whether existing provision can safely and appropriately meet the pupil's needs. • Agree a clear safety and reintegration plan before normal arrangements resume, where necessary.
Possible actions and consequences	• Immediate safeguarding and safety measures, intensive specialist support, formal risk-management arrangements, multidisciplinary review, consideration of suspension or permanent exclusion where the statutory criteria are met, and review of educational provision.
Recording	• Full Behaviour Smart reporting, safeguarding records, accident reporting and other required documentation.
Oversight	• Headteacher/SLT, Behaviour Lead, safeguarding team and external agencies where appropriate.

Applying the Scale

The response must be based on the individual incident and pupil circumstances, not simply the behaviour type.

A pupil receiving specialist behaviour support may require a Wave 1 response to a minor incident. A pupil ordinarily receiving universal support may require an immediate Wave 4 or Wave 5 response following a serious incident.

Staff must consider:

- Frequency, intensity, duration and risk.
- The impact on the pupil, others and learning.
- The pupil's SEND, communication and developmental understanding.
- Whether behaviour is linked to dysregulation, distress or unmet needs.
- Existing individual plans and reasonable adjustments.
- The effectiveness of previous support and interventions.

The scale is used to determine the level of response, support and oversight required. It does not automatically determine a sanction, and it does not replace the school's separate Behaviour Smart recording categories.

Repeated Wave 2 or Wave 3 incidents should prompt a review of strategies and provision rather than simply repeated consequences.

Wave 4 and Wave 5 incidents require appropriate senior leadership oversight and a review of risk, support and next steps.

Our aim is to reduce risk and behaviours of concern while increasing communication, emotional regulation, independence, positive relationships and successful engagement in learning.

Wave	Response level	Main responsibility	Key action
1	Universal / Low-Level	Class team	Redirect, support and re-teach
2	Targeted / Repeated	Class teacher / Behaviour Mentor, Key Stage Lead	Identify patterns and introduce targeted support
3	Enhanced / Moderate	Behaviour Lead / Key Stage Lead	Review plans, risks and interventions
4	Significant / High-Risk	Behaviour Lead / SLT	Manage risk and undertake formal review
5	Critical / Exceptional	Headteacher / SLG	Emergency or critical response and multidisciplinary review

Following significant incidents, staff must consider the physical and emotional wellbeing of everyone involved, including pupils, staff and witnesses. Appropriate checks, reassurance, debrief and restorative support should be provided when individuals are ready. Incidents should be reviewed to identify triggers, evaluate responses, update plans and reduce the likelihood of recurrence. Refer to the Positive Handling Policy for detailed post-incident procedures.

Consequences

At times, it will be necessary to provide a consequence for misbehaviour, however staff should use their professional judgement to determine whether an incident involves ‘misbehaviour’ or dysregulation (due to a neurodivergent condition). Staff should always ensure that response and or consequences reflect the incident that has taken place, being a natural or logical consequence, and focus on repairing any damage done to relationships. Consequences should always be applied with the intention of promoting positive behaviour and learning.

Staff must consider the pupil's SEND, developmental level, communication needs, emotional regulation, understanding of the behaviour, reasonable adjustments and individual plans.

We distinguish between:

- **Regulation support:** Strategies to help pupils manage emotions, sensory needs or distress. These are supportive interventions, not punishments.
- **Natural or logical consequences:** Actions directly related to the behaviour, such as supporting repair, practising a routine or restoring an environment.
- **Restorative approaches:** Activities or conversations that help pupils understand the impact of behaviour and rebuild relationships.
- **Formal consequences:** Proportionate disciplinary responses where appropriate and meaningful for the individual pupil.
- **Safety measures:** Temporary arrangements necessary to manage identified risks, which must not be used as punishment.

Some of the following may be applied in response to negative behaviours:

- Missing some break or lunchtime;
- Staying behind after a lesson;
- Changing position in the classroom;
- Working in another room;
- Staying behind after school;
- Reflection time (not detention);
- Time with SLT;
- Communication with parents
- Withdrawals;
- Constructive conversations

Any disciplinary consequence must be lawful, proportionate, appropriately supervised and adapted to the pupil's individual SEND, health, communication and regulation needs. Staff must consider safeguarding, transport arrangements and parental communication where relevant

Where removal from a classroom or another formal disciplinary measure is considered, staff must follow applicable legal requirements, school procedures and reasonable adjustments. Decisions affecting a pupil's access to learning must be proportionate, appropriately supervised and reviewed.

Pupils must not be deprived of essential care, food, toileting, medical provision or necessary regulation support as a consequence.

The term ‘detention’ and or ‘punishment’ is sometimes used to describe some of the above consequences. At Green Lane, we endeavour to avoid the terms detention and punishment. Time spent back with a member of staff should always focus on reflecting and repairing. Restorative conversations should take place and staff should endeavour to strengthen the relationship. Strong relationships run throughout Green Lane & we aim to teach better ways. Restorative follow ups should be tailored to each cohort or individual pupil, but key principles should be modelled at all times:

Restorative practice should be accessible to the pupil and may involve spoken discussion, symbols, visuals, AAC, modelling or supported practical activities.

Where appropriate, staff may explore:

- What happened?
- How were you feeling?
- How might others have felt?
- What could we do differently next time?
- How can we make things right?

Pupils should not be expected to participate in restorative reflection while significantly dysregulated. Staff should allow time for regulation and recovery before supporting reflection and learning.

The aim of any consequence is to support positive future behaviour, not simply to respond to an incident that has already occurred.

Withdrawal, Regulation Spaces and Removal from Class

At times, pupils may require support away from their usual classroom environment to regulate, reduce sensory demands, manage identified risks or access individualised provision.

Supportive withdrawal or access to a regulation space must be distinguished from disciplinary removal from a classroom.

Any planned use of an alternative space should be individualised, appropriately supervised and included in the pupil's Behaviour Smart Plan, Regulation Steps or other relevant plan where required.

Regulation spaces must not be used as an automatic response to behaviours of concern. Staff should consider whether withdrawal is beneficial for the individual pupil, as it may increase distress or dysregulation for some pupils.

Where a pupil is removed from class for disciplinary reasons, this must be a proportionate, supervised and time-limited response, with appropriate education, safeguarding arrangements and a clear plan for reintegration.

Where a pupil is prevented from leaving a space, staff must consider whether this constitutes seclusion or another restrictive intervention and follow the school's Positive Handling Policy and relevant statutory guidance.

Planned or repeated arrangements involving significant time away from the usual classroom should be discussed with the Behaviour Lead and relevant senior leaders, monitored and reviewed to ensure the pupil continues to receive appropriate education and support.

Suspension, Permanent Exclusion and Alternative Provision

At Green Lane, we are committed to creating a safe, inclusive and nurturing learning environment where all pupils are supported to achieve their potential.

In line with the SEND Code of Practice and Equality Act 2010, we recognise that pupils with SEND are disproportionately at risk of exclusion. Suspension and permanent exclusion are not standard responses to behaviour difficulties. We recognise that behaviour may be a form of communication and seek to understand and address underlying causes through personalised support, reasonable adjustments, positive behaviour support plans, targeted interventions and multi-agency involvement where appropriate.

Staff are trained to respond to a wide range of SEND-related behaviours, and we work collaboratively with parents, carers and professionals to promote consistent and effective approaches.

However, we also recognise our duty to safeguard pupils and staff. In exceptional circumstances**,** suspension may be considered where behaviour presents significant concerns for safety, wellbeing or the education of others**.** Permanent exclusion would only be considered in the most serious circumstances, where statutory criteria are met. Decisions will be made by the Headteacher (or lawful acting Headteacher), taking account of the pupil's individual needs, EHCP, reasonable adjustments, contributing factors and relevant risk assessments. All decisions must be lawful, reasonable, fair and proportionate.

Alternative Provision (AP) may be considered where additional or different educational arrangements are required to meet a pupil's needs. This must involve appropriate assessment, consultation with parents/carers and the local authority where required, consideration of EHCP provision, safeguarding and risk assessments, and clear arrangements for attendance, curriculum access, monitoring and review. AP must not be used as an informal exclusion or to avoid statutory processes.

Reduced and Part-Time Timetables: In exceptional circumstances, a temporary reduced or part-time timetable may be considered where this is in the pupil's best interests and forms part of a planned approach to supporting their needs. Any arrangement must follow the DfE's *Working Together to Improve School Attendance* guidance, be agreed with parents/carers, have a clear rationale, defined review arrangements and a time-limited plan towards full-time education. It must not be used to manage behaviour or as an alternative to suspension or exclusion. Further information, including procedures, monitoring and responsibilities, can be found in the school's Attendance Policy**.**

Off-rolling is unacceptable. Pupils must not be removed from the school roll unlawfully or primarily in the interests of the school rather than the pupil. Informal exclusions and inappropriate reduced timetables must not be used as alternatives to formal procedures.

All suspensions and permanent exclusions will follow current statutory guidance. Further information on procedures, responsibilities, reintegration, parental rights and appeals can be found in the school's Suspension and Exclusion Policy.

Monitoring and Evaluation of Behaviour and Behaviour Management

The Behaviour Smart system will be used to record behaviour and positive handling incidents. The system allows us to track behaviours of all pupils in an effort to identify trends and patterns to behaviour. Pupils who display repeated, significant or high-risk behaviours of concern should have an appropriate Behaviour Smart Plan (BSP), informed by individual assessment and reviewed regularly. All pupils have pupil passports detailing the best ways of working with them to attempt to support learning, communication, relationships and any behaviours and or dysregulation.

Senior Leaders will receive notifications of incidents within their area of responsibility, and the Headteacher, Deputy Head, Assistant Head and Behaviour Lead will receive notifications of all incidents.

All staff have access to a Behaviour Smart account and are responsible for recording and reporting incidents.

CPOMS (a safeguarding monitoring system) may also be used to report and record behaviours, as the behaviour may form part of a 'bigger pastoral picture', or may be a safeguarding concern. All staff have access to a CPOMS account and are responsible for recording and reporting incidents. Senior Leaders will receive notifications of incidents within their area of responsibility, and the safeguarding team will receive notifications of all incidents.

Behaviour Monitoring, Data Analysis and Action Planning

The Behaviour Lead and senior leaders will monitor and analyse behaviour information to evaluate the effectiveness of whole-school approaches and individualised interventions.

Behaviour monitoring is undertaken formally on a termly basis**,** alongside ongoing informal monitoring, classroom visits and professional discussions. Monitoring considers whole-school approaches, classroom environments, routines, relationships, communication, emotional regulation and individual pupil support.

Behaviour Smart data, attendance information, pupil progress, staff observations and other relevant evidence are analysed to identify patterns, triggers, emerging concerns and the effectiveness of existing strategies. Data is considered alongside individual pupil needs, context and school growth to ensure that decisions are informed, proportionate and meaningful.

Findings inform whole-school, class and individual pupil action planning**,** including adjustments to provision, behaviour support plans, risk assessments, targeted interventions and staff development. Actions are reviewed to evaluate impact, reduce behaviours of concern and improve pupil outcomes.

Monitoring will include:

- Frequency, severity, duration and types of behaviour incidents.
- Trends across classes, pathways, phases and individual pupils.
- Use of restrictive and non-restrictive physical interventions.
- Patterns linked to environments, transitions, times of day and known triggers.
- Effectiveness of Behaviour Smart Plans, targeted interventions and regulation strategies.
- Pupil progress in communication, emotional regulation, independence and positive behaviour.
- Pupil, parent/carer and staff feedback.
- The impact of staff training, coaching and behaviour support.

Behaviour information will be considered in the context of changes to pupil numbers, complexity of need and individual pupil profiles.

The school will use this information to inform staff development, provision planning, risk reduction and school improvement priorities.

Findings will be reviewed through regular behaviour monitoring and shared with senior leaders and governors as appropriate.

Behaviour Smart recording system

As of 2025, Green Lane have moved over to the online Behaviour Smart system. Behaviour Smart is the school's electronic behaviour recording, reporting and planning system. It enables staff to record positive behaviours, behaviours of concern, significant incidents and physical interventions, while supporting the development and review of individual behaviour plans. All staff are responsible for ensuring that behaviour is recorded accurately, objectively and in the appropriate area of the system.

It enables schools to record and monitor all levels of behaviour—positive as well as negative—including incidents requiring physical intervention. It also supports post-incident reflection, generates behaviour support plans, and applies data analytics and AI to help staff identify trends, triggers, and effective strategies over time.

In the context of our school's full behaviour policy, Behaviour Smart supports:

- **Prevention**: Identifying triggers, patterns, supporting environment design, staff training.
- **Intervention**: Structured responses, tailored support plans, consistent follow up.
- **Recovery / Repair**: Post-incident learning, restoring relationships, emotional regulation, reflection.
- **Review & Improvement**: Using data to review how well the policy and practice are working, making evidence-based adjustments.

Behaviour Smart Recording Categories

- **Clicker:** Used to record lower-level positive behaviours, negative behaviours and dysregulation where a brief record is sufficient.
- **Behaviour Communication Log:** Used for lower or medium-level incidents, changes in behaviour or patterns requiring additional context and explanation.
- **Incident:** Used for serious incidents that do not involve physical intervention, including incidents involving significant risk, harm, impact or behaviour that is unusual for the pupil.
- **Physical Intervention Incident:** Used for serious incidents involving restrictive or non-restrictive physical intervention. Staff must identify the correct type of intervention and follow the school's Positive Handling Policy.

All records must be factual, professional and sufficiently detailed to explain what happened, the context, staff responses, outcomes and actions to reduce future incidents.

Staff must avoid assumptions about intent and describe behaviours accurately.

Significant incidents must include appropriate parent/carer communication and follow-up actions. Safeguarding concerns must also be reported through CPOMS and the school's safeguarding procedures.

Staff should refer to the Behaviour Smart Recording and Reporting Guidance for further information.

Power to use Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, school staff have statutory powers to use reasonable force in circumstances permitted by law.

At Green Lane, the use of reasonable force and other restrictive interventions must be reasonable, proportionate, necessary and informed by the individual circumstances and risks involved.

The school is committed to preventing and reducing the need for restrictive interventions through positive behaviour support, effective communication, reasonable adjustments, co-regulation, de-escalation and appropriate individual planning.

Where restrictive intervention is necessary, staff must use the least restrictive effective response, for the shortest necessary duration, while prioritising the safety, dignity and wellbeing of everyone involved.

Significant incidents involving the use of force, and incidents of seclusion or restraint, must be recorded and reported in accordance with the applicable statutory requirements and the school's Positive Handling Policy.

Staff must refer to the Positive Handling Policy for detailed procedures relating to Team Teach, risk assessments, physical interventions, seclusion, medical monitoring, recording, parent/carer communication and post-incident review.

At Green Lane we believe that the use of positive touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Some pupils will require positive touch as part of their everyday routines, such as holding hands, linking arms or being guided in the correct direction.

Touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be used to:

- Show acceptance
- Provide reassurance
- Demonstrate affection
- Calm and provide comfort
- Emphasise the spoken word
- Provide sensory stimulation
- Engage in personal care routines
- Deliver various therapy programmes
- Offer an alternative to spoken communication
- Remove a child from danger or keep a child safe

Positive touch must always be appropriate to the individual pupil, their communication, consent or assent where applicable, personal preferences, sensory profile, medical needs and any relevant safeguarding considerations. Staff must distinguish between supportive positive touch, routine care, non-restrictive physical support and restrictive physical intervention. Where physical contact restricts a pupil's movement or freedom, staff must follow the relevant provisions of the Positive Handling Policy.

Reporting of Injuries following extreme dysregulation / physically challenging behaviour

Following any significant behaviour incident or physical intervention, staff must ensure that the pupil and any other individuals involved are safe and receive appropriate medical or first aid assessment where required.

Any visible marks, injuries, pain or concerns about physical wellbeing must be documented accurately and reported through the appropriate school systems. Staff must record relevant information on Behaviour Smart and follow safeguarding, accident reporting and Positive Handling procedures where applicable.

Where restrictive intervention has been used, additional medical monitoring, recording and parent/carer communication must be completed in accordance with the school's Positive Handling Policy. Pupils and staff involved in significant incidents should be offered appropriate emotional support and opportunities for post-incident reflection, taking account of individual communication and developmental needs. Incidents should be reviewed to identify learning, assess the effectiveness of existing strategies and reduce the likelihood of future harm.

George Matthews (Team Teach Chairman) states, “Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.”

Discriminatory Behaviour and Child-on-Child Abuse, Including Sexual Harassment and Sexual Violence

The school will respond quickly to reports of discriminatory behaviour and child-on-child abuse, including sexual harassment or sexual violence. The school will ensure that all such incidents 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

Sanctions for such cases may include:

- Verbal Warnings
- Time spent with a member of staff during or after school
- Parental meetings
- Withdrawal from class
- Suspension or permanent exclusion, where lawful and appropriate, in accordance with the school's Suspension and Exclusion Policy.

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, 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

At Green Lane, we recognise that pupils may communicate concerns, distress or experiences of abuse through behaviour, changes in presentation, non-verbal communication, AAC, gestures or other individual communication methods.

Staff must ensure that all pupils have accessible opportunities to communicate concerns and that reports are taken seriously, regardless of the pupil's developmental level or communication abilities.

Behaviour that may constitute abuse, discrimination or a safeguarding concern must be reported through the school's safeguarding procedures. A behaviour response or restorative approach must not replace appropriate safeguarding action, risk assessment or protection for those affected.

Where appropriate, behaviour-related actions and consequences will be considered alongside safeguarding measures, taking account of the needs and safety of all pupils involved.

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

Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Green Lane recognises that pupils with SEND may experience additional barriers to recognising, understanding, reporting or responding to bullying.

Staff must remain alert to changes in behaviour, emotional wellbeing, communication, engagement or attendance that may indicate a pupil is experiencing bullying or distress.

The school will use developmentally appropriate methods to teach pupils about safe relationships, boundaries, bullying and how to seek help. These may include visuals, AAC, social narratives, modelling, PSHE learning and individualised communication supports.

All reports or concerns will be investigated and responded to appropriately, with safeguarding procedures followed where necessary.

Repeated behaviours that harm others must be addressed even where a pupil's SEND affects their understanding or ability to regulate. Support and reasonable adjustments will be provided while ensuring the safety and wellbeing of those affected.

The school will monitor patterns of bullying and discriminatory behaviour through Behaviour Smart and safeguarding records, using the findings to inform preventative work and individualised support.

At Green Lane School we feel that bullying is an unacceptable way of behaving. Pupils can feel threatened, abused and undermined by others and this is not acceptable at our school. We aim to prevent the occurrence of bullying, wherever possible before it occurs. To this end we have developed a series of strategies and ways of dealing with disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

Anti-bullying Intervention Strategies:

- We provide a clear and well-established reporting procedure for pupils and parents.
- Teachers regularly raise the issue in class discussions using Circle Time.
- We do not allow the concept of ‘innocent, neutral bystanders’ in this context
- We use national examples of incidents to illustrate the seriousness of bullying and to illicit sympathy for the victims.
- We acknowledge the distress of the bullied pupil and reassure them that they are not to blame.
- Avoid damaging terms such as ‘bully’, ‘victim,’ or ‘bullied’ which can either glorify or demean the pupils concerned, instead we refer to ‘bullying behaviour’.
- We teach pupils within PSHE and Citizenship lessons why bullying is wrong and how to deal with incidents.
- We encourage pupils to become playground ’buddies’ to help new arrivals.
- We encourage pupils to become playground leaders to encourage positive play.
- We ensure a good level of supervision at more vulnerable times.
- All staff including MDAs and Bus Escorts are expected to be vigilant and report incidents they see and hear.
- Keep a record of serious incidents on Behaviour Smart.

As bullying can happen outside the school day we:

- Encourage the pupils to support each other especially when travelling to and from school using public transport.
- Encourage pupils not to ‘suffer in silence’
- Ensure we have good communications with the transport drivers, bus drivers etc.
- Follow up incidents that are reported

Mobile phones

The use of mobile phones (or devices with 4G/mobile data) in the school day by pupils is strictly forbidden. We recognise that some pupils will use mobile phones on the journey to and from school and these will be brought into school.
In this instance, the expectations are as follows:

- Mobile phones will be switched off when entering the school building.
- Mobile phones will be handed to a member of the class team and or locked away in a locker.

- Mobile phones will be given back to pupils at the end of the day.
- Mobile phones should not be turned on until pupils have left the building.
- The use of mobile phones at wet breaks is not permitted.
- Where a pupil uses a mobile phone contrary to school expectations, staff will follow the school's Mobile Phone Policy and apply an appropriate, proportionate response.
- Mobile phones may be confiscated where lawful and appropriate, with arrangements for safe storage and return.
- Any searching of pupils or their possessions must comply with current DfE Searching, Screening and Confiscation guidance and the school's safeguarding procedures.
- Individual exceptions or reasonable adjustments, including where devices are required for medical, disability-related or agreed communication purposes, must be considered and documented appropriately.

Off-site behaviour

Consequences 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
- Wearing school uniform
- 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
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

The school's expectations also apply to online behaviour where there is a lawful basis for the school to respond, including behaviour that threatens the safety or wellbeing of pupils or staff, contributes to bullying or harassment, or affects the orderly running of the school.

Responses will be proportionate, take account of individual SEND and communication needs, and follow safeguarding procedures where appropriate.

Confiscation

- Prohibited items will be managed in accordance with current legislation, DfE Searching, Screening and Confiscation guidance and the school's safeguarding procedures. Decisions about confiscation, retention, return or disposal will depend on the nature of the item and the applicable legal requirements.

- We will also confiscate any item which is harmful or detrimental to school discipline and or safeguarding standards, this includes mobile phones (or devices with 4G/mobile data). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Reviewed and updated by: M. Gaskell

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