

Green Lanes School

Behaviour & Relationships Policy



Signed by	Signed by Green Lanes governing body
Signed by	Signed by Headteacher
Date Reviewed	Autumn 2026
Due for review	Autumn 2027

Vision and Values at Green Lanes School

At Green Lanes School we have three rules: ***Kindness, respect and safety.***

It is our vision and aim is to create; ***Independent and resilient learners for life.***

We aim to meet this vision by providing a learning experience for **every** child, which enables them to achieve their full potential. This policy details the ways in which we help children achieve the aims below, helping them to become independent and resilient young people.

Our aim is for all children to:

- Be independent and use a range of strategies which enables this
- Be resilient and strive to challenge
- Develop personal, social and moral values and respect for others equality, other cultures, religions, disabilities and ways of life,
- Develop their self-confidence, a sense of self and awareness and positive relationships with others
- Understand and demonstrate positive behaviours and relationships for learning and life

Green Lanes School has a therapeutic approach to behaviour. Our approach to behaviour management is informed by demonstrating, teaching and building positive relationships using Therapeutic Thinking Hertfordshire Steps training, the Jen Foster approach & TPC systems as well as developing research theory. This policy outlines the purpose, nature and management of building positive relationships and behaviour in our school in line with this approach.

For the purpose of this policy, when referring to behaviour we mean the ability to self-regulate and develop a positive attitude to learning and others:

- The way in which one acts or regulates oneself, especially towards others
- The way in which a person behaves in response to a particular situation or stimulus.
- How a person demonstrates positive interactions and relationships

Class scripts- Staff should ensure all pupils are aware of high expectations for the classroom community; these expectations should be in place for every class inclusive of the needs within the classroom. Individuals who need additional support and may struggle with these expectations should be supported through specific individual plans.

Filtering

At Green Lanes, we believe that every classroom should be a calm, orderly and purposeful environment in which all pupils feel safe, supported and ready to learn. We recognise that positive learning begins before pupils enter the classroom, and therefore all staff will greet children at the door in a warm, consistent and welcoming manner.

Staff will support pupils with their regulation outside the classroom where needed, helping them to settle, prepare and transition into learning successfully. This approach promotes strong relationships, sets clear expectations and helps to ensure that classrooms remain spaces where teaching and learning can flourish.

Green Lanes whole class introduction script

"Our Classrooms are places for calm and learning. Sometimes we all struggle with our emotions and we don't feel calm. We don't like seeing anyone struggle with their emotions so we want to help.

When we notice or you tell us you are struggling with your emotions, we will help you with strategies to support you. We always repair and restore, so we will ask you to help fix something if you have broken it or pick up things if you have thrown them or even to find a way to make it right with a friend. We are a community and team

at Green Lanes Primary School and think about how our behaviour affects ourselves and others. This is part of our Kindness, Respect and Safety rules.”

Teaching Staff script

To ensure that we are consistent in our approach and language when dealing with a pupil not regulating we use a set script:

- Name of child:
- Feeling: I think you are feeling...
- Behaviour: I can tell because...
- Encourage: You can/normally...
- Boundary/Consequence: At Green Lanes we...
- Next time: Let me know if the work is too hard and we can make a plan..

Managing an individual pupil who is not regulating within the classroom- note the script should be used in conjunction with the below system.

1. Self-regulation- teach pupils how to self-regulate- Jen Foster Back pack resources and regulation road resources/journaling
2. Co-regulation- support pupils in strategies to regulate (Use of specific back pack regulation resources) this also includes a change of adult- if another adult is available in unit a change of adult should be used before 3.
3. Supported regulation- radio on 9 a team member of Banksy will support by either coming to support in the classroom or the child being supported elsewhere.

We teach the pupils scripts that they can use to help them with difficult situations with other pupils- this teaches them to express to the other pupil if their behaviours are making them feel unsafe and also allows the other pupil to know that their behaviour is making another pupil feel unsafe. Staff should always follow through with behaviours after a child has reported an incident- have you used the script? Behaviours should still be reported via CPOMs and appropriate protective or educational consequences used where appropriate.

Pupil scripts

Pupil: Stop kind hands/words/feet at Green Lanes

Response: I'm Sorry

Pupil: Everyone can play at Green Lanes

Response: Sorry, come and play/join

Pro-social behaviour

Pro social behaviour can be defined as:

- Behaviour which is positive, helpful, and intended to promote social acceptance
- Behaviour which is characterised by an understanding of the rights, feelings and welfare of other people
- Behaviour which benefits other people or society
- Behaviour which develops self-regulation strategies

At Green Lanes School, creating pro social behaviour is our focus and we recognise that we cannot expect children to develop prosocial behaviour without being taught or shown how. Therefore we model prosocial behaviours in all interactions including adult- pupil interactions and pupil-pupil interactions. Pro social behaviours are recognised in the following ways:

Pro social behaviours	Staff response to pro social behaviour (the consequence)	Those responsible
Recognising positive behaviours in self and others	Daily 'Shout outs' teacher models recognising positive prosocial behaviours, pupils use model to	Head teacher/class teachers/pupils.

	recognise prosocial behaviours in others.	
Holding doors, working as a team, assisting with tidying equipment, using polite language, helping adults and other children, putting significant effort into learning. Community building	Verbal praise – thank you (child's name) for..... Shout out(s) awarded for community building focuses e.g demonstrating kindness to others, taking care of their school.	All members of staff can do a shout out or spotted card.

Shout outs/Proud notes

- Whole school community focuses will form the focus of shout outs/spotted- this helps pupils understand pro social community behaviours such as kindness to others through play and learning or proactively helping keep the community space tidy.
- Focuses for shout outs/proud notes will be shared with the children at the start of each week in Monday team meetings.

Unsocial behaviour

Unsocial behaviour can be defined as:

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others
- Not doing as instructed, but not to the detriment of others.
- Quiet non-compliance which does not negatively impact on other pupils' learning.

At Green Lanes School we recognise that unsocial behaviour may be a communication of negative feelings and so scaffolding or support is required. This may be achieved in the following ways:

Unsocial behaviours	Staff response to unsocial behaviour	Those responsible
Not completing work during set time	See adult scripting and 1,2,3 system Also Appendix 1 – Positive phrasing, limited choice, disempowering the behaviour, therapeutic response script. Positive phrasing and limited choices should be given 'take up time' – an opportunity for the child to think, process and consider.	All members of staff and all visiting staff working directly with children.
Not joining in with an activity		
Choosing to sit away from the rest of the class or away from a specific area.		
Refusal to return to classroom after being outside		
Leaving the room without permission		
Refusing to come into school		
Damaging own property	Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication.	

Consistent staff responses to unsocial behaviour are essential to allowing introverts and internalisers to communicate feelings.

Antisocial behaviour

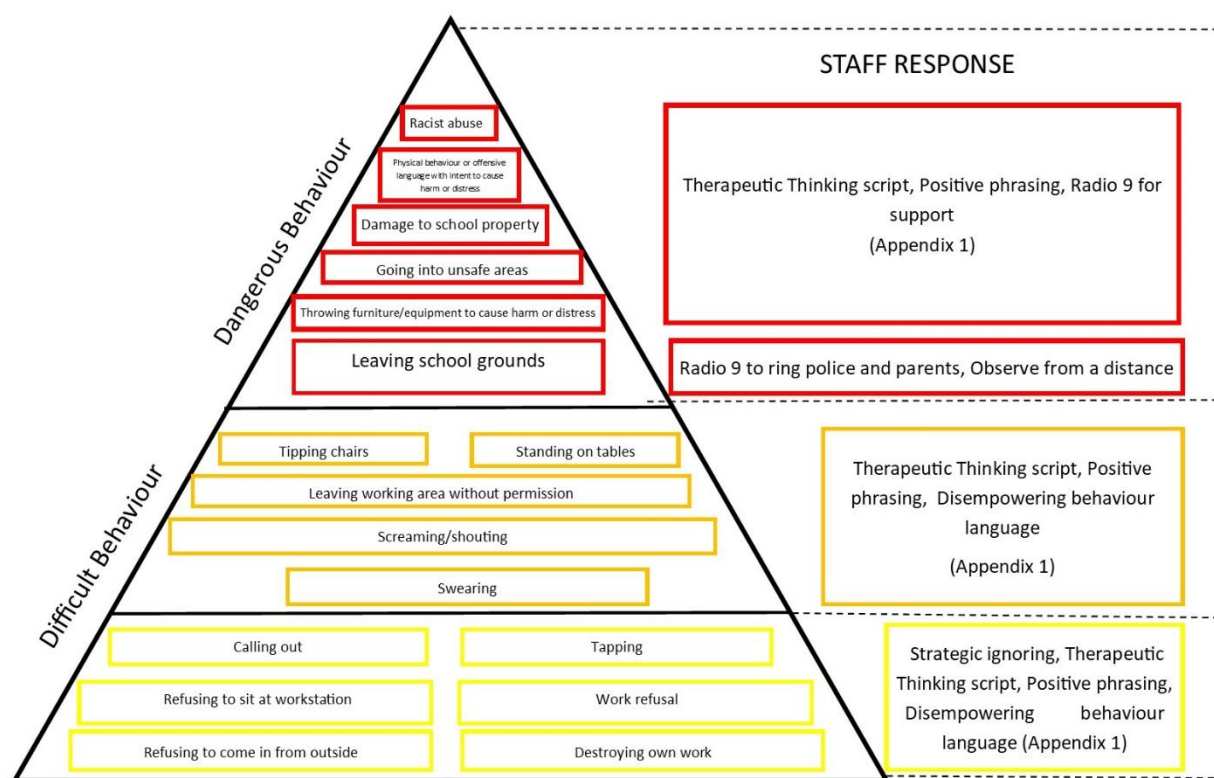
Anti-social behaviour can be defined as:

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

At Green Lanes School we recognise that antisocial behaviour can be classed as difficult or dangerous and that it causes harm to an individual, a group, the community or the environment.

Difficult behaviour is behaviour that is antisocial but not dangerous.

Dangerous behaviour is behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.



Note that the behaviours shown in the triangle are not an exhaustive list.

Individual Risk Reduction Plans

Our behaviour policy is the plan for the majority of children at Green Lanes School. In addition some children may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy. See Appendix 2. These plans will be completed and followed for identified children. A Therapeutic Thinking Hertfordshire Steps tutor must always lead the drafting of an individual risk reduction plan.

Physical Intervention

See the separate school policy *Reducing Restrictive Intervention*.

Consequences

At Green Lanes School we believe that a consequence should follow pro social or antisocial behaviour. A consequence for anti-social behaviour creates a learning opportunity by directly relating the behaviour to the

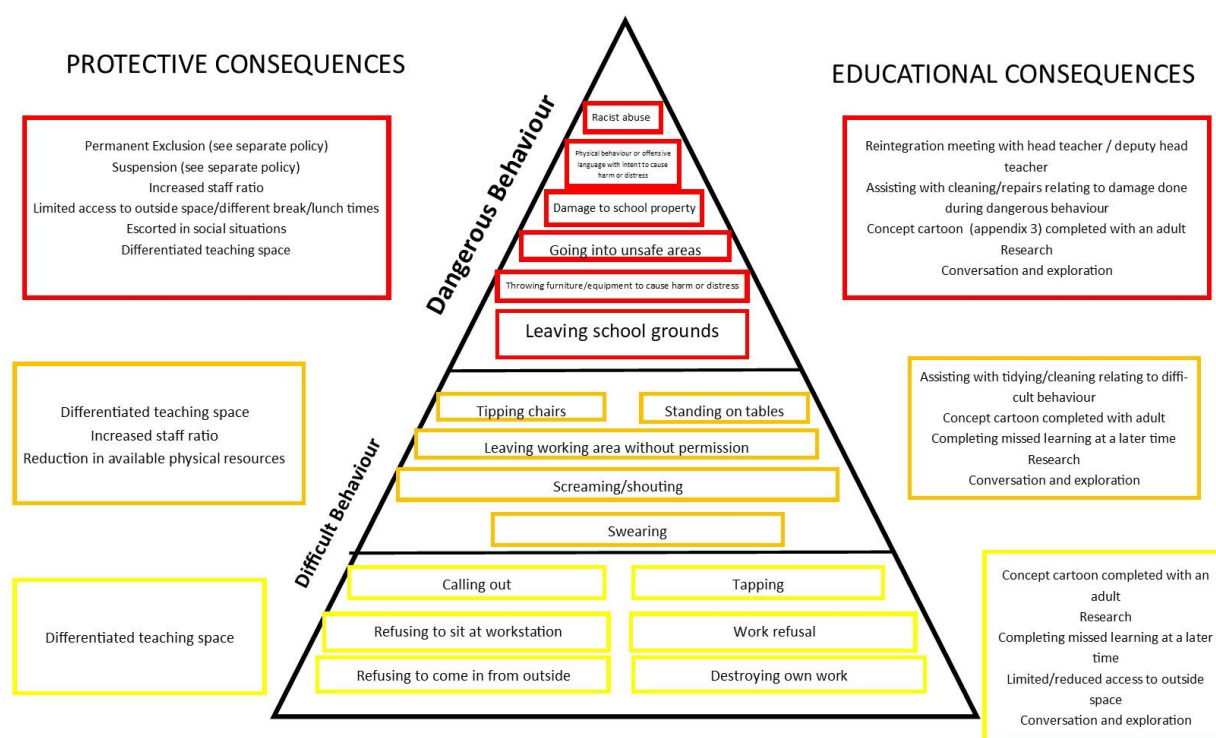
harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in an antisocial way in the future. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

We define a consequence as:

- A conclusion derived through logic
- Something that logically or naturally follows from an action

Consequences at Green Lanes School are separated into two types:

Protective Consequence	Educational Consequence
Protective consequences are solely actions to ensure no further harm occurs in the short term.	Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring
Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.	Educational consequences rely on finding the answers to two questions: What does the child need to learn? How am I going to teach them?



Educational consequences will take place with an individual once they are calm, relaxed and reflective. This means that they might not take place on the same day that the difficult or dangerous behaviour occurs. During or soon after the incident, behaviour may be influenced by anger, frustration or disappointment.

Communication and Recording within School

At Green Lanes School we use CPOMS to record incidents of unsocial and antisocial behaviour. All staff have access to CPOMS and are given login details when they join the school. It is the responsibility of all members of staff to record unsocial or antisocial behaviour they have managed. This should be completed as soon as possible after the incident. Records of incidents are accessible by all members of the senior leadership team and all DSPs within our setting.

Records of incidents are used as a communication tool and to enable the leadership team to track patterns of behaviour and so should be factual, non-judgemental and avoid over or under describing. No assumptions should be made. If specific language has been used then this should be recorded verbatim.

Communication with Parents and Carers Refer to Appendix ?

We involve carers/parents in all aspects of school life, including managing behaviour. This is achieved in the following ways:

- At the start of the year parents are reminded of the home school agreement and their role in supporting their child and expectations of behaviour.
- Carers/parents receive communications as to the school's expectations regarding behaviour within the school and how they can support this.
- Carers/parents receive attitudes to learning reports at the end of each term during the year and there are two parent/teacher consultation meetings. Behaviour is discussed through both of these methods.
- Parents are invited to Parent Café sessions where strategies for managing difficult or dangerous behaviour are discussed.
- Staff are available to discuss behaviour. Assistant INCO Laureen Patel can offer direct support to parents and also signpost to other agencies
- Amy Russell (INCO) and members of the inclusion team can also offer support for a range of presenting behaviours linked to SEND.
- Early intervention and multiagency working is a key strategy used in supporting parents and pupils in relation to pupils being able to regulate their emotions. This includes making referrals to multiagencies including outreach behaviour support, the hub PSB, school nurse and supporting a Families First Assessment.

Incidents of difficult or unsocial behaviour are discussed with the parents/carers of the children involved. This may not happen on the same day but will take place via email, telephone or face to face, depending on the nature and timing of the incident and the availability of the parents. This will be done by the class teacher, a member of the Senior Leadership Team, or a member of the Inclusion Team.

Incidents of dangerous behaviour are discussed with the parents/carers of the children involved on the same day and this will always be done by a member of the Senior Leadership Team. This may be via telephone or face to face, depending on the nature and timing of the incident and the availability of the parents.

2, 4, 6 Meetings

Where a pupil has been identified as having difficulties regulating their emotions leading to a negative impact on their learning and/or the learning of others. A work together strategy is implemented. The school will meet with the parent/carer to offer an intensive supportive package to the family to help improve pupil's ability to self-regulate or relevant referrals to multi-agencies. This will include sharing of information and strategies used at school and home, formulating with a 2 week intensive plan- detailing what strategies will be used and what support the pupil and parent/carer will receive e.g family worker support parent/carer, sensory circuit introduced for pupil or check-in. Initial meeting followed by a meeting 2 weeks later looking at impact of intensive support- pupil involved- followed by meeting 4 weeks later pupil involved- followed by 6 week later meeting – pupil involved. Meetings are supported by SLT, Inclusion team, family worker and class teacher.

Suspension and Permanent Exclusions

The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for head teachers and can be used to establish high standards of behaviour in

schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary **as a last resort**. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments as well as allowing the school to assess an individual pupil's needs and plan for their return in the case of a suspension.

A suspension will mean that a pupil is temporarily removed from the school and this may be for a specific part of the school day e.g. lunchtime.

A permanent exclusion will mean that a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher (or a assistant headteachers in her absence) of Green Lanes School can suspend or permanently exclude a pupil on disciplinary grounds.

Please see the following documents for more information about suspension and permanent exclusion at Green Lanes School:

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement (DfE); Exclusions Guidance (HCC)

Appendix 1

Positive Phrasing	Examples
Positive phrases are clear, uncomplicated, unambiguous instructions delivered with clarity. Initial scripts should be used first. It is often beneficial to support a positive phrase with a 'thank you'. Using 'please' will suggest an element of choice so should be reserved for low-level behaviours. Using 'thank you' suggests you expect the student to comply. Neither please nor thank you would be used in a high level, dangerous situations. The positive phrase would be delivered assertively but without aggression. An example would be 'put the knife down on the table'. Repetition is really important because of processing. Changing the instruction leads to more confusion and anxiety. Repetition gives the child more opportunity for the child to process the instruction. Adults also need to allow for take-up time. All children need time to process. Children in a heightened state of anxiety or in crisis need even more time than they usually do.	• Stand next to me • Put the pen on the table • Walk in the corridor • Switch the computer screen off • Walk with me to the library • Stay seated in your chair
Limited Choice	Examples
Limited choices often follow directly from positive phrases 'Peter we are going inside, do you want to walk on your own or with me, on your own or with me, Peter?' Positive phrases and limited choices should be punctuated with take up time (an opportunity for the child to think, process and consider.) This style of phrasing can hide the "unpalatable truth". The truth is there is going to be a conversation, but it's hidden behind the two choices of where to do it. Some limited choices (e.g. the drink choice) will reveal those children who are testing boundaries by consistently requesting a third option.	• Where shall we talk, here or in the library? • Put the pen on the table or in the box • Are you going to sit on your own or with the group? • Would you like me to help you or work independently?

It is no good offering children choices that aren't available. The choices offered have to be thought through so that you, the adult, are also content with either choice. It is also only a choice if both options are things that would be acceptable to the child.	
Disempowering the Behaviour	Examples
Anti-social empowered behaviour needs to receive as little interaction as possible while waiting to empower (interact positively) with any pro social behaviour as soon as it is evident. The message is anti-social behaviour is pointless, pro social behaviour is powerful. Disempowering relies on managing the audience including the adults. Necessary observation for safety reasons should be from a distance with no unnecessary verbal communication. It is an effective strategy to empower other prosocial behaviours in the dynamic while disempowering anti-social behaviours in any individual. We use the metaphor of providing oxygen. We want to provide oxygen to prosocial behaviour and reduce the oxygen given to antisocial behaviour.	• You can listen from there • Come and find me when you come back • Come back into the room when you are ready. • We will carry on when you are ready.

Therapeutic Response Script	Script
This specific script should be used like a 6 point menu. Any element can be chosen as an appropriate response to the aggression or challenge presented by the student. The script is designed to remove heat from a situation and create space and time.	• Name of child: • Feeling: I think you are feeling... • Behaviour: I can tell because... • Encourage: You can/normally... • Boundary/Consequence: At Green Lanes we... Thank you • Teach: Next time you ...

Appendix 2

Individual Risk Reduction Plan Proforma (to be completed electronically with a Herts Steps tutor)

Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Differentiated measures.
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Pro social behaviours	Strategies to respond
Anxiety behaviours (DIFFICULT)	Strategies to respond
Crisis behaviours (DANGEROUS)	Strategies to respond
Debrief Notes (reflect, repair and restore)	



Appendix 3

Concept Cartoon

Name of child

Date

Completed with

You did this...	So this happened...	The consequence was...
If you did this...	Then this would happen...	So the consequence would be...

Appendix 4

Individual Interim Pupil Risk Assessment

Child's Name:

Date of Birth:

Year Group:

School Name:

Completed by:

Date of Completion:

Agreed with Parent(s)/~~carer(s)~~ on:

Parent(s)/~~Carer(s)~~ Agreement:

Name:

Date:

Signature:

Name:

Date:

Signature:

School Agreement:

Name:

Position:

Signature:

Date:

Proposed Review Date:

IDENTIFICATION of RISK	
Describe the risk	
Is the risk potential or actual?	
Who is affected by the risk?	
ASSESSMENT of RISK	
In which situation does the risk actually occur?	
How likely is it that the risk will arise?	
If the risk arises who is likely to be injured/hurt?	
RISK REDUCTION	
Proactive interventions to reduce / prevent risk	
Early interventions to manage risk	•
Inventions to respond to adverse outcomes	

COMMUNICATION OF RISK ASSESSMENT PLAN		
Plan and strategies shared with:	Communication method:	Date Actioned:

STAFF TRAINING NEEDS		
Identify training needs:	Training provided to meet needs:	Date training completed:

Appendix 5-Tiered communication approach

Consequence Responsibilities.

Purpose: To ensure consistent application of consequences across the school in line with our behaviour policy.

Level	Behaviour Examples	Consequence	Who Records and monitors	Who communicates with parents
Tier 1: Low-level	• Calling out • Not following instructions first time • Talking when teacher is talking • Off-task behaviour • Running in corridors	• Verbal reminder • Warning • Move seat within classroom • Conversation in their time	Class staff	

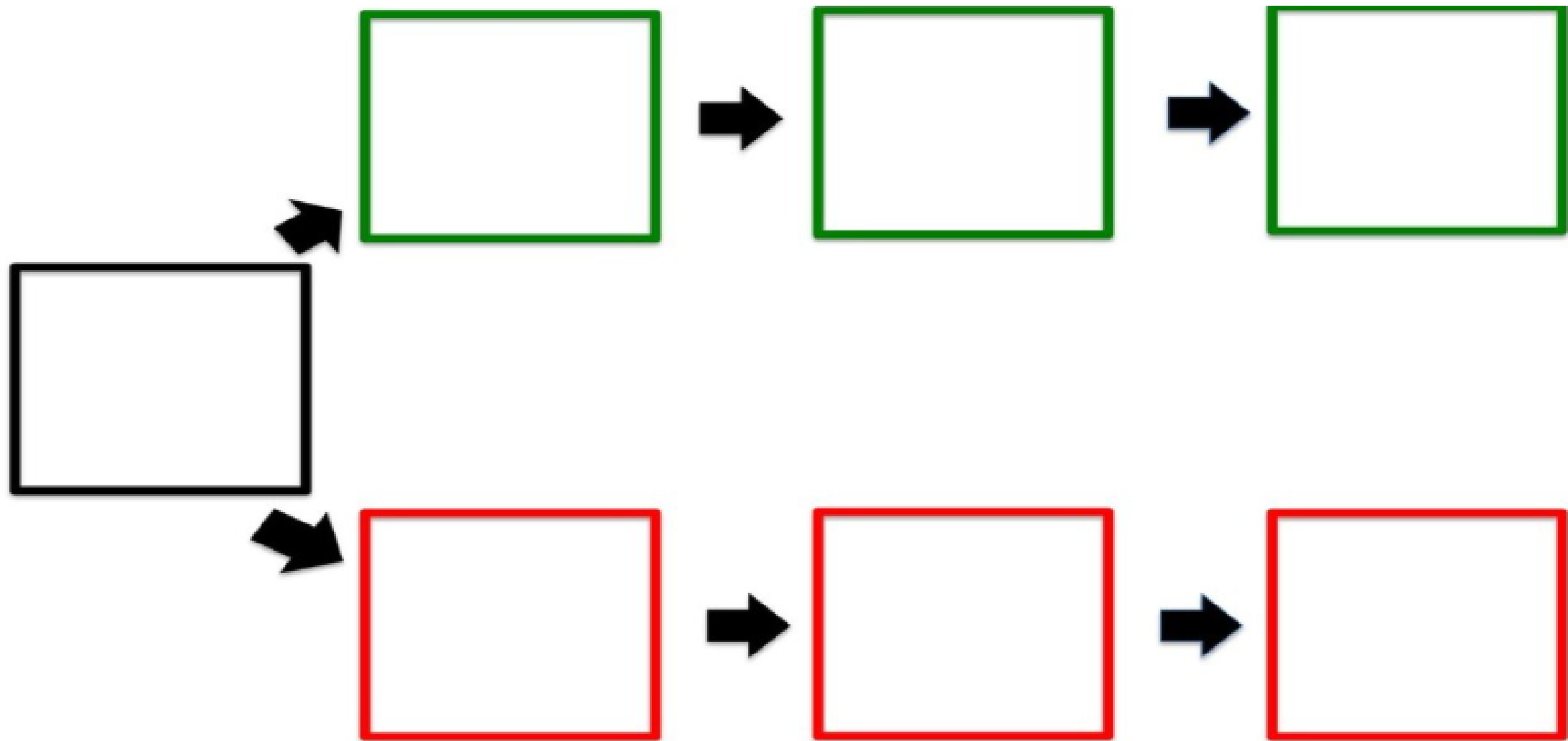
Tier 2: Repeated/persistent low-level	• Continued disruption after warning • Refusal to follow instructions • Answering back • Disrupting others' learning • Minor damage to property	• R,R,R in their time. • You break it you fix it. • call home • Discussion with inclusion • Pre-emptive use of Consequence Mapping	Class staff to log on CPOMS/behaviour system	Class teacher
Tier 3: More serious behaviour	• Persistent Tier: 2 behaviours • Swearing • Physical and verbal aggression (no harm caused) • Leaving classroom without permission • Bullying behaviour	• Internal exclusion • Protective consequences that may involve loss of privileges • Parent meeting (2,4,6) and Behaviour plan implemented • Internal suspension	Class staff, inclusion and SLT logs on CPOMS SLT (phase leader and Inco/ assistant Inco involved)	Class teacher and SLT

Tier 4: Serious incident	• Violence towards staff/pupils • Serious bullying • Discriminatory behaviour • Persistent Level 3 behaviours • Bringing prohibited items to school • Serious damage to property	• All previous consequences in place • Fixed-term exclusion • External agency involvement • Risk assessment	Class staff, inclusion SLT and Head teacher logs on CPOMS SLT (phase leader and Inco/ assistant Inco involved)	Assistant head or Headteacher
Tier 5: Very serious/illegal	• Serious violence with intent to cause harm (including the use of Weapons) • Drugs/alcohol • Sexual misconduct • Persistent serious behaviour	• All previous consequences in place • Fixed-term exclusion • Child at risk of Permanent exclusion (considered) • Police involvement • Multi-agency support	Class staff, inclusion, SLT and Head teacher logs on CPOMS SLT (phase leader and Inco/ assistant Inco involved)	Headteacher + Governing Board

Key Principles

- ✓ **Consistency** - All staff apply consequences fairly and consistently
 - ✓ **Proportionate** - Consequences match the severity of behaviour
 - ✓ **Fresh start** - Each day is a new beginning
 - ✓ **Record keeping** - All Level 2+ incidents logged
 - ✓ **Communication** - Parents informed at Level 2+
 - ✓ **Support** - Identify underlying causes and provide support
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Appendix 6- Consequence Mapping



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Regulation Road



How will I get there?



What are the potential obstacles?



How can we move past them?

Check-in time:

Check-in time: Name:

Check-in time:

What is our goal?

