The Greville Primary School

Relational Policy

Last Updated October 2026

Governors Committee Responsible:	Teaching & Learning
Policy Originator:	L Hammond & M Cushnie
Next Review Date	Autumn 2027

Rationale

At The Greville Primary School, we believe every child has the right to learn in a safe, calm and respectful environment. High expectations for behaviour, consistently modelled by all adults, are essential to safeguarding, inclusion and high-quality teaching and learning.

Our approach is relational and trauma-informed, recognising that behaviour is often a form of communication. Children may display unexpected behaviours when experiencing emotional distress, difficulties with emotional regulation, trauma or unmet needs.

We combine clear boundaries, predictable routines and consistent responses with support that helps children develop the skills to manage their emotions and behaviour. Through co-regulation, children are helped to recognise, understand and respond to their feelings before behaviour escalates. Accountability remains an important part of our approach; children are supported to take responsibility for their actions, understand their impact on others and restore relationships when needed. Responses are always reasonable, proportionate and developmentally appropriate, taking into account a child's age, SEND, emotional development and individual circumstances.

All responses are underpinned by Emotion Coaching, the Zones of Regulation and the 5 R's framework:

- **Regulate**: supporting children to manage strong emotions safely
- **Rest**: allowing time and space to recover and reflect
- **Relate**: maintaining connection and trust with adults and peers
- **Reason**: helping children understand the impact of their actions
- **Restore**: repairing relationships and learning from experiences

This framework ensures children are supported to self-regulate, reflect, repair relationships and maintain clear expectations for the future.

Our School Values - Kindness, Respect, Resilience and Responsibility - underpin all expectations, routines, rewards and relational responses, ensuring a consistent, compassionate and fair approach.

Governing Body Guiding Principles for the Relational Policy

The Governing Body believes that:

- Every child has the right to feel safe, valued and respected, and to learn free from disruption.
- Children, staff, and visitors are free from discrimination, harassment and victimisation.
- Staff and volunteers model calm, respectful and professional behaviour at all times.
- Behaviour expectations are explicit, consistently applied and understood by pupils and staff.
- Relational and trauma-informed approaches, guided by the 5 R's, sit alongside firm boundaries and clear accountability.
- Rewards and sanctions are applied consistently, proportionately and fairly.
- Children are supported to regulate emotions, reflect on behaviour and repair relationships.
- Exclusion is used only as a last resort.
- Safeguarding considerations are central to all decisions.

1. Policy Aim

This policy aims to:

- Establish a culture of excellent behaviour rooted in safety, trust and high expectations
- Provide a consistent whole-school approach to behaviour management
- Embed Emotion Coaching, the Zones of Regulation and the 5 Rs

- Define expected and unexpected behaviour clearly
- Set out a graduated sanctions ladder, including removal and suspensions
- Ensure safeguarding is integral to behaviour management
- Support vulnerable pupils, including those with SEND or trauma histories
- Clarify roles and responsibilities across the school community

2. Legislation and statutory requirements

This policy is based on advice from the Department of Educations (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Every Child Achieving and Thriving: The Schools White Paper
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools Restrictive interventions and restrictive physical interventions in schools: statutory guidance (April 2026)
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.
In addition, this policy follows DfE guidance explaining that maintained schools must publish their behaviour policy online.

3. Bullying

At The Greville Primary School, bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We recognise that bullying can cause significant emotional harm and may also be a manifestation of underlying distress, unmet needs or safeguarding concerns. Our approach to bullying is therefore preventative, relational and restorative, while maintaining clear boundaries and accountability.

Further information and guidance can be found in the school's Anti-Bullying Policy, available from the school office or on the school website.

4. Roles and responsibilities

The Governing Body

The school governors are responsible for reviewing and approving The Greville's written statement of relational principles for the school community. They will ensure these principles reflect our commitment to trauma-informed, relational and inclusive practice. Governors will also:

- Review the Relational Policy regularly to ensure it remains effective, fair and consistent.
- Monitor the implementation of the policy, holding the Headteacher to account for its compassionate and consistent application across the school.
- Ensure that the policy supports emotional safety, positive relationships and the wellbeing of all pupils.

The Headteacher

The Headteacher is responsible for reviewing this Relational Policy in partnership with the governing body and staff. They will ensure that:

- The school environment promotes emotional safety, predictability and positive behaviour.
- Staff have access to ongoing professional development in trauma-informed approaches, emotional regulation, de-escalation, restorative practice and emotion coaching.
- Behaviour is managed through understanding, connection and consistency, rather than relying solely on sanctions.
- Rewards and consequences are applied fairly, proportionately and with sensitivity to individual needs.
- Monitoring includes not only behavioural incidents but also the wellbeing, engagement and emotional development of pupils.
- Staff are supported in using relational strategies and have guidance for escalating concerns or accessing additional interventions when needed.

Staff

All staff are responsible for:

- Modelling calm, positive and respectful behaviour at all times.
- Upholding high expectations for all children while balancing empathy and understanding of individual circumstances.
- Building trusting, supportive relationships that help children feel safe, valued and connected.
- Promoting and demonstrating the School Values: Respect, Resilience, Responsibility and Kindness.
- Implementing this policy consistently and reflectively, taking into account each child's emotional, developmental, and individual needs.
- Providing personalised and relational support for pupils who require additional help.
- Using co-regulation, emotion coaching strategies and the Zones of Regulation to help children manage feelings before behaviour escalates.
- Applying the 5 R's approach to guide responses to emotional or behavioural challenges.
- Recording behaviour incidents in their class behaviour folder (see Appendices 1 & 2) or CPOMs and reflecting on patterns or triggers to inform future support.
- Collaborating with colleagues, families, and external professionals to ensure a consistent, supportive approach to behaviour and wellbeing.

Parents and Carers

Parents and carers are essential partners in supporting their child's emotional and behavioural development. They are expected to:

- Support their child in reading, understanding, and signing the Home-School Agreement.
- Work collaboratively with the school to implement this Relational Policy.
- Keep the school informed of any changes in circumstances, emotional wellbeing or other factors that may affect their child's behaviour.
- Discuss behavioural concerns promptly with the class teacher and work together to agree appropriate strategies and support.
- Reinforce emotion coaching at home by helping their child recognise, label and manage feelings using calm responses, empathy and guidance rather than punishment, including supporting the use of Zones of Regulation language to recognise emotional states and develop self-regulation strategies.
- Apply the 5 R's approach when supporting emotional or behavioural challenges.
- Encourage their child(ren) to uphold The Greville's School Values.
- Engage positively with school updates on progress, interventions and successes, maintaining two-way communication in the best interest of the child.

Section 5. Recognition, Rewards and Consequences

At The Greville Primary School, we use a range of recognition and rewards to encourage and celebrate positive behaviours, effort, attitude, and alignment with our School Values. Our approach emphasises strengths, growth, and relational reinforcement, helping children feel valued, supported and motivated.

Examples of recognition and rewards include:

- Verbal praise for behaviours we wish to encourage.
- Stickers, house points and reward charts.
- Just a note, face-to-face chats, or phone call to parents/carers.
- Certificates presented at weekly Celebration Assemblies.
- Proud walks, sharing learning achievements with staff.
- Snack and chat with the Headteacher.
- Leadership roles, such as House Captain, School Council, Eco Committee or Wellbeing Ambassadors.

Classroom Management and Relational Practice

Teachers and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Their practice includes:

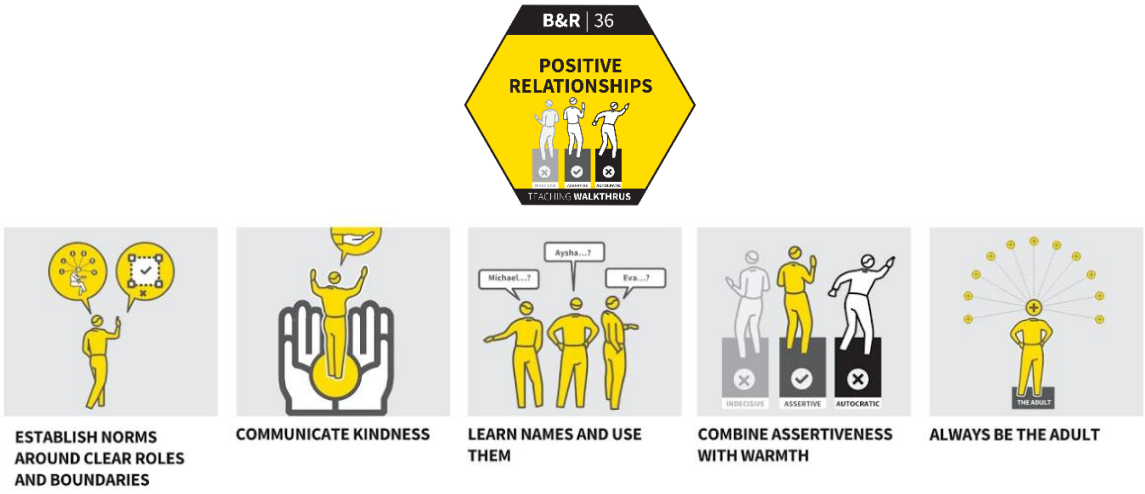
- Prioritising relationships: greeting pupils each morning, recognising emotional states responding to dysregulation with empathy and co-regulation strategies, communicating clear expectations and highlighting positive behaviour to establish mutual respect.
- Displaying classroom rules: co-created with pupils and aligned with the School Values of Resilience, Responsibility, Respect and Kindness.
- Using predictable routines and visual supports to reduce anxiety and support emotional regulation.
- Incorporating the Zones of Regulation consistently, helping children identify emotional states and link these to appropriate self-regulation strategies.
- Promoting pupil voice: encouraging children to contribute to classroom rules, expectations and culture.
- De-escalating conflict using calm, supportive language and avoiding punitive or shaming responses.
- Maintaining flexibility, recognising when a pupil may need a temporary break, alternative learning space or targeted support to self-regulate.
- Concluding each day positively to enable a “fresh start” the following day.

Relational Strategies and Supportive Consequences

Examples of relational strategies and supportive consequences include:

- Visual or verbal reminders to re-engage pupils positively.
- Thinking or reflection time, supervised and supported by an adult.
- Reflection tasks that encourage understanding of impact, taking responsibility and restoring relationships.
- Completing unfinished work in a structured, supportive way.
- Referral to Year Group Leader or Senior Leader for additional guidance or when support is required.
- Removal from class, used only when other relational strategies have been attempted, to help the pupil regain regulation in a supervised, safe space.
- Suspension or exclusion, considered only as a last resort, when all relational, restorative, and support-based interventions have been exhausted, or where there is a serious and ongoing risk to the safety or learning of others.

To support positive classroom management, teachers follow the 5-step strategies from evidence-based WalkThrus, which complement our trauma-informed, relational approach. These include:







6.1. The Zones of Regulation

At The Greville, we use The Zones of Regulation to support children to recognise, understand, and manage their emotions. While this is not a behaviour management strategy in itself, it underpins self-

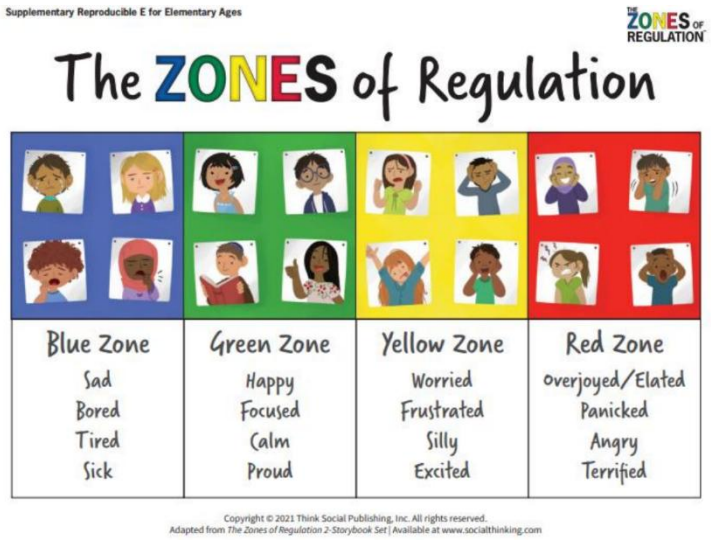
regulation and emotional awareness, helping children to remain calm, focused and ready to learn - foundations for positive engagement, learning and relationships.

The Zones of Regulation is a systematic, cognitive approach that teaches children to identify their feelings and levels of alertness using four colour-coded zones. Through this approach, children are supported to:

- Recognise their current emotional state
- Name and describe their feelings accurately
- Select appropriate tools or strategies to manage emotions and impulses
- Develop problem-solving, reflection and conflict-resolution skills

A consistent, whole-school approach is used, with all adults referencing the shared language, visuals and strategies of the Zones across all Key Stages. This consistency enables children to generalise regulation skills across different contexts, adults and environments.

The Zones of Regulation aligns closely with the school's 5 R's approach ensuring that emotional support always precedes reasoning and restoration.



6.2. Levels of Relational Response and Support

At The Greville, behaviour is understood as a form of communication. Our responses are designed to support self-regulation, repair relationships and maintain safety. Behaviour is grouped into levels to help adults match responses to the child's level of dysregulation and risk, not to label or punish pupils.

These levels support staff in responding consistently and proportionately, using trauma-informed and relational strategies.

Low-Level Dysregulation

This may include chatting off-task, calling out, reluctance to begin work, answering back or showing a lack of respect for peers, staff or school resources. These behaviours may be persistent and often indicate that a pupil is experiencing blue- or yellow-zone regulation.

Relational responses and strategies include:

- Gentle, calm reminders and re-direction to re-engage the pupil.
- Recognising triggers, emotional needs and providing reassurance or co-regulation.
- Visual cues, prompts or structured routines to support focus.

- Brief reflective conversations to help the pupil understand the impact of their behaviour and refocus on learning.

Moderate Dysregulation

This disrupts learning and may include shouting, swearing, verbal aggression, refusal to follow instructions or leaving a learning space without permission. Pupils may show yellow-zone behaviour tipping into red-zone dysregulation.

Relational responses and strategies include:

- Supporting emotional regulation and containment while maintaining connection.
- Setting clear, calm boundaries and reinforcing expectations consistently.
- Providing structured time away from the learning space, supervised by an adult, to help the pupil regain regulation.
- Reflective conversations once the pupil is calm to understand the impact of their behaviour and encourage repair.
- Small restorative actions and guided reasoning to support re-engagement and rebuild relationships.

High Dysregulation and Risk

This involves actions that place the pupil or others at immediate risk, including physical aggression, throwing objects, extreme verbal abuse, discriminatory language or significant damage to property. Pupils are typically experiencing red-zone dysregulation.

Relational responses and strategies include:

- Prioritising safety for all pupils and staff while maintaining the pupil's dignity and relational connection.
- Supporting emotional containment and regulation through calm, consistent, and supervised interventions.
- Removing the pupil from the situation, if necessary, with support from senior staff or additional adults.
- Communicating and collaborating with parents/carers to provide context, support, and consistency.
- Engaging support staff or external agencies where appropriate to ensure targeted interventions and ongoing support.

High dysregulation triggers restorative planning to support reintegration, reduce recurrence, and strengthen emotional regulation. Formal consequences, including removal or suspension, are considered only when necessary and always alongside relational, trauma-informed strategies.

Sanctions ladder



Calm, focused, and engaged in learning.

Low-Level Dysregulation:

1. Gentle verbal or non-verbal reminder to refocus.
2. Clear restatement of expectations with support to re-engage.
3. Continued difficulty: the pupil will spend part of their next playtime in a supervised, reflective setting to regulate emotions and consider their behaviour.
4. Ongoing difficulty: supported reflection time out of class with adult guidance.

Moderate Dysregulation:

1. Additional support from Year Group Leader (YGL).
2. Time with or near the YGL to regulate, reflect and understand the impact of behaviour.
3. Part of playtime or lunch break used in a supervised, restorative session to reflect on behaviour or complete a supportive task.
4. Parents/carers informed to maintain partnership and support.

High Dysregulation and Risk:

1. Immediate action to ensure safety for the pupil and others.
2. Removal from the classroom or situation, supported by a Senior Leader**.**
3. Parents/carers contacted promptly.
4. Focus on emotional regulation, restoration and reintegration through supervised, supportive strategies.

* A child can be moved straight to a more serious consequence depending on the displayed behaviour

Serious Incidents

These are understood as indicators of significant dysregulation and/or risk. Responses prioritise safety, regulation, and relational repair, taking account of the age, developmental stage and individual needs of the child.

All serious incidents are referred immediately to a Senior Leader, recorded on CPOMS and managed in line with safeguarding and statutory guidance.

Examples of serious incidents include:

- All forms of bullying
- Racist, sexist, homophobic, or discriminatory language
- Child-on-child abuse
- Physical and verbal aggression towards adults

Parents/carers are informed of all serious incidents and restorative planning is undertaken to support repair, learning, and reintegration.

SOS Blue Card

On very rare occasions, a child may display extreme dysregulation that prevents learning and teaching from continuing safely.

In these circumstances, the SOS Blue Card may be used to ensure immediate support and safety from a Senior Leader. All staff carry a Blue Card on their ID lanyard.

6.3. Suspension and Exclusion

At The Greville Primary School, we believe every child has the right to an education in a calm, safe and supportive environment.

Suspension and permanent exclusion are considered only as a last resort, when all other relational, restorative and support-based interventions have been explored or when a pupil's behaviour presents a serious, ongoing risk to the safety or learning of others. All decisions are made within a trauma-informed framework, with the focus on regulation, restoration, and support wherever possible.

Permanent exclusion will only occur when a risk assessment demonstrates that allowing the pupil to remain in school would seriously endanger the education, safety or welfare of themselves or others.

Fixed-Term Suspension
Where a fixed-term suspension is necessary:

- Continuity of learning will be maintained, with work set for the pupil.
- A reintegration meeting with parents/carers and the pupil will take place on return, focusing on:
    - Understanding triggers and emotional regulation strategies
    - Planning how the school can best support a successful re-engagement
- Each return to school represents a fresh start

Examples of circumstances that may warrant suspension or exclusion

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use or threat of an offensive weapon or prohibited item
- Bullying or repeated harassment
- Racist, sexual orientation, gender reassignment or disability-related abuse
- Persistent disruptive behaviour that significantly impacts the learning of others

Procedural Guidance

- All suspensions and exclusions follow DfE and Surrey Exclusions Guidance, ensuring fairness, documentation and the opportunity for pupil and parental voice.
- Under Section 103 of the Education and Inspections Act 2006, parents must ensure that their child is not in a public place without justifiable cause during school hours for the first five days of exclusion.
- From day six, alternative provision is arranged. Failure to attend will be treated as unauthorised absence.

6.4. Physical Restraint and Use of Reasonable Force

Physical restraint or other restrictive interventions are used only in exceptional circumstances, when all other trauma-informed strategies (such as co-regulation, calm communication, sensory breaks or movement to a safe space) have been exhausted and there is a clear risk of harm to the pupil, others or property. These responses are always guided by the principles of dignity, emotional safety and minimising distress.

This reflects updated statutory guidance on *Restrictive interventions, including the use of reasonable force in schools* (effective April 2026), which emphasises that such interventions should only be used when necessary to prevent harm and never as a form of punishment, compliance or routine discipline.

Guiding Principles

When physical restraint or a restrictive intervention is considered, staff will ensure that:

- It is used only when absolutely necessary and as a last resort to prevent significant harm.
- It is proportionate, lawful and reasonable, using the least amount of force for the shortest possible time.
- It is carried out in a way that protects the safety, dignity and emotional wellbeing of all involved.
- It is never used as punishment, threat or to enforce routine compliance.
- Staff continually assess whether the intervention remains necessary and reduce or end it as soon as the risk has eased.

Training and Personalised Planning

- Physical restraint is only carried out by adults who have received appropriate training in safe handling, de-escalation and trauma-informed response (for example, Positive Touch training).
- For pupils with known regulation, trauma, or SEND-related needs, a personalised support plan (including proactive and reactive strategies) will be in place to reduce the likelihood of escalation and the need for restrictive interventions.

Recording, Reporting, and Follow-Up

In line with the April 2026 guidance, all significant incidents involving the use of restrictive interventions or reasonable force must be:

- Recorded immediately in the school's behaviour/safeguarding systems.
- Reported promptly (both verbally and written) to parents/carers, including details of:
    - when and where it happened;
    - why it was necessary;
    - what form of intervention was used and for how long;
    - any injuries or follow-up support provided.
- Followed by a restorative conversation and emotional check-in with the pupil, to support regulation, understanding and repair of relationships.

Recording and analysing interventions also helps the school identify patterns and triggers and informs ongoing planning to minimise future need for restraint.

6.5. Removal from Class

A pupil may be removed from the classroom only for serious behaviour reasons and only after other relational and de-escalation strategies have been attempted. Removal is considered a serious sanction, distinct from brief, planned breaks or reflection time that support a child's regulation.

Removal is used to:

- Maintain the safety of all pupils and staff
- Provide a calm, supervised environment where the pupil can regain emotional regulation
- Allow the pupil to continue learning in a managed, supportive space

Implementation:

- During removal, pupils are supervised and supported by staff.
- Parents/carers are informed on the same day if their child has been removed.
- The school monitors and analyses removal data to identify patterns, inform targeted support strategies and evaluate the effectiveness of interventions.

Distinction from Regulatory Breaks

Planned regulatory breaks or movement interventions are preventative and supportive, designed to help pupils experiencing sensory overload or dysregulation to self-regulate and return to class safely. These differ from removal in that they are part of routine, personalised support rather than a response to serious behaviour.

6.6. Tracking and Monitoring Individual and Class Behaviour

At The Greville, monitoring behaviour is used to support learning, emotional regulation, and relational development, rather than to punish. Tracking enables staff to identify patterns, triggers and early warning signs of dysregulation, allowing proactive, personalised and supportive interventions.

Class-Level Monitoring

- Low level behaviours are recorded by class teachers in a Green Behaviour Folder using the tracking document (see Appendix 1).
- Patterns and triggers identified through this system inform preventative strategies and classroom support.

Individual Behaviour Monitoring

- Children with more consistent unexpected behaviours are provided with an Individual Behaviour Log (see Appendix 2) for closer observation.
- More serious incidents are recorded on CPOMS, making patterns visible to the Safeguarding Team, Year Group Leaders (YGLs) and senior leaders.

Leadership Oversight

- Year Group Leaders provide half-termly feedback to senior leaders.
- The Behaviour Leader reviews all logs to identify trends, successes and areas requiring additional support.
- Governors receive termly updates from the Headteacher regarding behaviour across the school.

Behaviour Monitoring Cards

If a child would benefit from additional support to develop expected behaviours, the class teacher, YGL or Senior Leadership Team may place the child on a Behaviour Monitoring Card (Appendix 3):

- Two behaviour targets are collaboratively set with the pupil using a restorative and supportive approach.
- Targets are discussed with parents/carers to ensure a collaborative partnership in supporting positive behaviour.
- Monitoring sheets are initially sent home weekly, allowing parents/carers to see behaviour throughout the week.
- If challenges continue, the card will be sent home daily, so parents/carers can respond promptly and support ongoing learning.
- If moderate or high dysregulation occur, a supervised reflective period may be used during break or lunchtime for the child to complete work or reflect on behaviour.
- At the end of each day, the child shares their behaviour card with the YGL or Senior Leader, providing an opportunity to celebrate successes, reflect on challenges, and plan strategies to support a positive day ahead.
- Targets are monitored for an initial two-week period, with positive progress leading to removal from monitoring. Continued challenges trigger target adjustment and ongoing review every two weeks.
- Monitoring emphasises support, reflection and co-regulation, with interventions tailored to the child's emotional and developmental needs.

6.7. Pupil Support

At The Greville, we recognise that pupils with Special Educational Needs and Disabilities (SEND) or additional challenges may require a flexible, personalised approach to behaviour support, rewards, and consequences. Behaviour is understood as a form of communication, often reflecting unmet emotional, social, or mental health needs.

Personalised Support Plans
Learners with more complex behavioural needs are supported through School Support Arrangements (SSA) or Individual Behaviour Plans (IBPs), which:

- Highlight the pupil's specific needs
- Outline differentiated strategies proven to be effective
- Include individual behaviour logs to track patterns and identify triggers
- Are created and regularly reviewed in collaboration with parents/carers

The school works proactively with external agencies as required to ensure pupils receive appropriate assessment, support and interventions.

Addressing Persistent Behavioural Challenges
Where persistent disruptive behaviour or moderate to high levels of dysregulation are associated with unmet emotional or mental health needs, the school will provide targeted support to address these underlying needs. Staff anticipate likely triggers and implement preventative strategies, including:

- Sensory or regulated breaks
- Co-regulation strategies and safe spaces
- Scaffolded routines and visual supports

Specialist Emotional and Mental Health Support
The designated Mental Health Team provides additional support for pupils with specific emotional or behavioural needs. This may include:

- ELSA (Emotional Literacy Support Assistant) or THRIVE sessions
- Drawing and Talking therapy sessions
- Reading dog
- Targeted interventions in collaboration with Learning Space or other specialised provision

7. Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

At The Greville, we are committed to ensuring that all incidents of sexual harassment and/or sexual violence are addressed promptly, appropriately and never ignored. Pupils are actively encouraged to report anything that makes them feel unsafe or uncomfortable, no matter how minor it may seem.

Following a report of child-on-child sexual harassment or sexual violence, whether online or offline, the school follows the safeguarding principles outlined in Keeping Children Safe in Education (KCSIE), particularly Part 5. The Designated Safeguarding Lead (DSL) or deputy DSL oversees the school's initial response, and all incidents are considered individually, sensitively and with trauma-informed care.

Key Procedures

- Investigation and Categorisation:
    - Incidents are assessed using the Brooks Traffic Light Tool to categorise the nature and severity of sexual behaviours among pupils.
- Support and Intervention:

    - Pupils affected receive tailored emotional support, which may include internal pastoral support or referral to Children's Single Point of Access (C-SPA) or other specialist services as appropriate.
- Preventative and Restorative Approaches:
    - Pupils whose behaviour falls below expectations are supported with learning and interventions designed to prevent recurrence, alongside appropriate sanctions when necessary.

School Culture and Staff Responsibilities

The Greville fosters a school-wide culture where sexual harassment and violence are never tolerated. Staff respond sensitively prioritising pupil safety, emotional containment, and relational repair.

8. Off-Site Behaviour

Sanctions may be applied when a pupil misbehaves off-site while representing the school, including situations such as:

- Participating in school-organised or school-related activities (e.g., trips, visits, sporting events)
- Travelling to and from school
- Wearing school uniform

Sanctions may also be considered when off-site behaviour:

- Disrupts the orderly running of the school
- Poses a risk to another pupil, staff member, or the public
- Adversely affects the reputation of the school

Application of Sanctions

- Sanctions are applied only when the pupil is under the lawful control of a staff member, such as during a school activity or trip.
- Any response is proportionate, developmentally appropriate and consistent with the school's trauma-informed and relational ethos.

9. Searching (and Confiscation)

Staff at The Greville reserve the right to screen pupils for banned or prohibited items, which may include asking pupils to turn out their bags. In rare circumstances, a search of a pupil with their consent may be necessary where there are reasonable grounds to believe they are carrying illegal, stolen or prohibited items.

All searches are conducted within a trauma-informed framework, prioritising the pupil's dignity, safety and emotional containment. Staff ensure:

- Searches are conducted by senior members of staff authorised by the Headteacher.
- Searches take place out of sight of other pupils to preserve privacy and reduce stress.
- Two staff members are always present, preferably of the same sex as the pupil.
- All searches are accurately logged.
- Parents/carers are informed of the search and its outcome.
- Pupils are not searched without consent. If a pupil refuses and there is serious concern, the Police will be contacted and parents/carers informed.
- Staff communicate calmly and respectfully during searches, explaining the reason and supporting the pupil to stay regulated, minimising distress while maintaining safety.

For further guidance, see the DfE Screening, Searching and Confiscation statutory guidance.

10. Confiscation

The school has the authority to confiscate items that are illegal, prohibited, or pose a risk. Confiscation is always carried out in a calm, respectful and trauma-informed manner, recognising that the removal of personal items can be distressing for some pupils.

Return and Disposal of Confiscated Items

- In most cases, confiscated items will be returned to the pupil at the end of the school day.
- Where this is not appropriate:
    - Illegal items (e.g., fireworks, weapons, controlled substances) will be handed to the Police.
    - Legal but prohibited items (e.g., tobacco, alcohol, sweets, chewing gum) will be disposed of safely.
    - High-value items (e.g., mobile phones, items worth £20 or more) will be held securely until collected by a parent/carer.
- For day-to-day items such as mobile phones, pupils are asked to hand them to the class teacher for safekeeping, with items returned at the end of the day.

11. Safeguarding Pupils

At The Greville, we recognise that changes in behaviour can be an important indicator that a pupil may be in need of help, support or protection. Behaviour is always considered in context, recognising that emotional distress, trauma or unmet needs may underlie unexpected actions.

We carefully assess whether misbehaviour may indicate that a pupil is suffering, or at risk of suffering, significant harm. Where concern arises, the school follows its Child Protection and Safeguarding Policy in line with statutory guidance, ensuring timely and appropriate action.

Recording and Monitoring

All behaviour and safeguarding concerns are recorded and monitored using CPOMS, enabling staff to:

- Track patterns in behaviour alongside safeguarding indicators
- Share information with the Safeguarding Team and relevant Year Group Leaders
- Identify pupils who may benefit from early intervention, additional support or trauma-informed strategies

All safeguarding actions are carried out in accordance with best practice and statutory guidance, ensuring that pupil protection is maintained at all times. Further information can be found in the Child Protection and Safeguarding Policy.

12. Pupil Transition

To ensure a smooth and supportive transition to the next year, pupils participate in transition sessions with their new teacher(s) during the summer term.

Staff also hold detailed handover meetings to share information about each child's academic, social, emotional and behavioural needs. This ensures that incoming staff understand the pupil's individual triggers, coping strategies and support plans, particularly for pupils who may have experienced trauma or have complex emotional needs.

The school recognises that transitions can be stressful, and staff aim to build trust, predictability and reassurance to support emotional regulation and a positive start in the new class.

13. Monitoring Arrangements

This policy will be regularly monitored by the Headteacher and Governing Body. Information from monitoring procedures will be used to:

- Identify good practice in supporting positive behaviour and emotional wellbeing.
- Highlight trends or patterns in behaviour that may indicate unmet emotional, social, or mental health needs.
- Inform staff professional development in trauma-informed, relational strategies and co-regulation techniques.
- Ensure that interventions, rewards, and sanctions are applied consistently, proportionately, and with consideration of individual needs.

Data from behaviour logs, CPOMS, and other monitoring tools will be reviewed regularly to assess the effectiveness of support strategies and adapt approaches where necessary. This allows the school to respond proactively to pupils who may be experiencing challenges, ensuring all children can learn in a safe, calm and supportive environment.

14. Links with Other Policies

This Relational Policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality and Inclusion Policy
- Attendance Policy
- Anti-Bullying Policy
- Suspension and Exclusion Guidance
- SEND Policy
- Physical Restraint / Positive Handling Policy
- Home-School Agreement

Review Schedule

Committee	Full Governing Body	Comments
Teaching & Learning 9.11.26	November 27	

Appendices

Appendix 1.

General, low-mid behaviour log form

The Greville Primary School
Class behaviour tracker

Date and children involved	Brief summary of the incident and follow up actions if needed

Appendix 2.

Individual tracking document

The Greville Primary School
Individual behaviour tracker

Name: _____ SEND: yes/no Child has 1-1: yes/no

Class: _____ LAC/PLAC: yes/no

CP: yes/no PP: yes/no

Date/ time/ location *Was there a trigger, can you see a pattern?*	Behaviour witnessed *Detail type of behaviour displayed*	Intervention used *What strategies were used to diffuse situation/ support child?*	Result *Was the situation diffused/ was a consequence needed?*	Information shared *How was the incident reported to child's carers/ YG/ SLT/ CPOMs?*

Appendix 3.

Behaviour monitoring card

Name: _____

Class: _____

Week commencing:_____

Behaviour monitoring card

Target 1: _____

Target 2: _____

	Morning	Mid-morning	Lunch	Afternoon	Signed SLT	Signed pupil
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						