



GREENWOOD ACADEMIES TRUST

Green Oaks Primary Academy

Positive Behaviour Procedures

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Statement of Principles

At Green Oaks Primary Academy, we aim to create a welcoming, safe, and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people, and the Academy environment. All members of the Academy model a positive attitude and mutual respect, to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness, and well-being.

Every child has the right to learn without the disturbance of others.

Where there is a right there are also responsibilities.

Good behaviour is a necessary condition for effective teaching and learning to take place.

Aims of these procedures

Our aim at Green Oaks Primary Academy is for every child to thrive and in order to realise this aim, everyone, including staff, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. These procedures echo our values of Respect, Trust, Politeness, Resilience and Positivity with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

These procedures aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how children are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline how positive behaviour is reinforced and recognised alongside how we respond to inappropriate behaviour.

Roles and Responsibilities

The Principal and Senior Leadership Team will support colleagues in the implementation of these procedures. Responsibility for behaviour belongs to all staff.

All staff: teaching (including supply), support and volunteers have responsibility for ensuring procedures are followed and applied consistently by all children (not just those within their class). Annual behaviour management training updates are given to all staff. These procedures is also part of the staff induction pack for all new/temporary staff. All staff should be aware of and maintain a sphere of influence at all times.

All staff have a duty to praise and give recognition for good behaviours. Staff will intervene to address and support children demonstrating unwanted behaviour. Liaison with parents is an integral part of the role particularly for teaching staff.

Children are responsible for their actions. Children are involved in creating policies and information is regularly shared. In the rare incidents of bullying or aggression, these must always be immediately reported to an adult.

Parents who have chosen to send their child to our Academy have agreed to support these procedures and to make sure that they are developing and promoting good behaviour. High standards are the norm and parents are instrumental in encouraging this through working in partnership with the Academy.

Strategies for promoting positive behaviour:

Recognition of good behaviour through both public and private acknowledgement is a positive and powerful strategy to help children learn acceptable behaviours.

Staff develop positive relationships and know their children, they know how well they respond to thumbs up, stickers, smiles or positive body language.

Staff will be sensitive to individual children and their response to praise. When giving praise staff will describe what they have seen 'Well done for walking quietly', 'I like the way that xxx is sitting with eyes on me and ready to learn.' Praise might be shared in an indirect route – 'let me tell you about how well xxx completed their writing this morning'. Let children overhear you being positive.

Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Promoting ownership

Promoting ownership in our Academy is essential for developing a sense of responsibility and pride. We encourage children to take ownership of their actions and understanding that they can make choices, both positive and negative. Developing their ownership contributes to their self-esteem and allows them to understand that their choices and efforts directly impact their success and the well-being of their peers.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will promote the behaviours you want.

Model desired behaviour

It is important for adults within the Academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Know your class' or individual's triggers.

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write to their teacher in the class worry box, this will be looked at by each child's class teacher or teaching assistant and a written or verbal response will be given.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

If a child is off-task, act swiftly - notice, redirect their attention to the task.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact Do they show that you are in control and that you are remaining calm?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Whole School Approach to Positive Behaviour

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Praise can be given formally or informally, in public or in private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

Typical rewards are:

- Verbal Praise
- Stickers
- Praise pads
- Positive communication with parents
- Star of the week
- Star writing of the week
- Star reader of the week
- Star mathematician of the week
- House points
- GOPAs

Also, the showing of good work to the Principal and other staff, displays of work around the academy, school assemblies and on the academy website are not to be underestimated in their contribution to raising child self-esteem which will help to promote positive behaviour.

House Teams

Every child and member of staff belongs to one of our four Houses: Sapphire, Emerald, Ruby and Diamond. When new children join the school, they are placed in a House.

Throughout the academic year there are a range of competitions which are designed to promote healthy competition and help to establish a sense of belonging and community. The House system allows for the promotion of children's responsibility, "giving children the chance to learn and develop leadership skills is an outstanding benefit" (Tongue, 2016).

Star of the Week

Each class teacher will nominate a Star of the Week. The nomination should relate to the school's values. This should then be sent to Office Admin who will then issue an invite to the parents/carers (text and/or letter) for Achievement Assembly on Friday. Class Teachers are expected to keep track of children achieving SOW. Each Star of the Week will be awarded 5 GOPA and is awarded a certificate in Celebration Assembly.

Good to be Green

Every class has a wall hanging child 'It's Good to Be Green' chart with a complete set of behaviour cards. Children start every day at 'Good to be Green'.



In addition, for some children, with specific behaviour issues, it may be necessary for them to use to 'Good to be Green report card' (lesson by lesson feedback and checked by a member of SLT). This is designed to focus on positive behaviours and allow children to have instant feedback.

If behaviour falls below our high expectations, we follow a very simple four step system:

Step 1 – Reminder

Reminders are reminders. They are part of learning.

In EYFS and KS1, the following are examples of behaviours that children could get reminders for:

- calling out
- unkind words / actions
- walking around the classroom during lesson time
- not trying to show learning behaviours
- defacing work
- misuse of resources
- not following adult instructions
- shouting

In KS2, the following are examples of behaviours that children could get reminders for:

- talking when somebody else is
- making irritating noises
- distracting others
- answering an adult back
- inappropriate facial expressions aimed at other people
- not trying to show learning behaviours
- not being present, not trying, daydreaming or chatting

- ignoring corrections
- not starting work
- not following routine classroom instructions

Reminders are given to bring about a change in behaviour.

Stage 2 – Stop and Think Time – Stop 'n' Think card brought to front of child's wall hanger pocket.

If the behaviour is repeated or a new "unwanted" behaviour occurs a stop and think card is given. Again, is a chance for them to change their behaviour. It is part of learning. We will not tell parents about reminders or warnings.

Stage 3 – Warning - Warning card brought to the front of child's wall hanger pocket.

If the behaviour continues, a yellow warning is needed. The intention is that the child can think about what they have done; re-focus on their work on a different table and get their behaviour back on track. We may tell parents if a yellow card becomes a regular occurrence.

Stage 4 – Consequence – red consequence card brought to front of child's wall hanger pocket.

A consequence is given if the low-level behaviour continues.

These red consequence cards will be recorded on the child's behaviour records. Children with who receive a consequence will:

- Be sent to an SLT member to complete a behaviour/ restorative / social stories conversation.
- In EYFS, children will complete a timeout outside of the classroom for 2 mins.
- In KSI, children will miss 5 mins of breaktime and be allowed out to play for the remainder of break / lunch break.
- In KS2, children will miss 10 mins of breaktime and be allowed out to play for the remainder of break / lunch break.

Children should not be removed from class for refusing to complete work unless they are disrupting others, or a consequence has been given. Children should not complete any incomplete work during the consequence time. Work should be completed at a separate time.

In EYFS, this consequence will not roll over to the next day/ session, as each day is a fresh start. In KSI and KS2, the missed play may occur the next day unless the child has specific needs agreed on a Behaviour Support Plan or through a SEND meeting.

It is the responsibility of the teacher to ensure that if they are not going to be in class the next day that the teacher covering is aware of children who have a consequence to fulfil. Parent notification of consequence is at teacher's discretion.

The system is reset at the end of the morning session each day. It is the teacher's responsibility to ensure that any consequences earned in the previous session are served.

In a term:

- 3 consequences = SLT member speaks with the child's parents
- 6 consequences = Parent/carer invited in for a meeting with the principal and the child put on a behaviour report.

An instant consequence will be given for proven fighting; proven racism, proven swearing at an adult or child, or if a child leaves the classroom without permission. The class teacher will speak to parent at the end of the day either face to face or over the telephone.

- The consequence(s) will be determined by the Principal or an Assistant Principal depending on the severity of the incident and a child's behaviour record.
- Referral to and adherence to the GAT 'Pupil Behaviour and Exclusions Policy' may also be necessary.

Staff Responsibilities when dealing with Serious Behaviour and Applying Sanctions in the Academy:

These procedures recognises that there are times when individual children behave in a way which will need a more severe consequence. These consequences need to be administered fairly after:

1. A full investigation of the incident has taken place.
2. The child(s) have been given the chance to express their perception of the incident(s).
3. Witnesses (where appropriate) have been spoken to and if appropriate notes taken.
4. Consequences for unacceptable behaviour will be recorded on the school system

Staff members also have a duty of care to the victims of incidents, and they must be given a high priority.

The academy will ensure that all relevant staff receive appropriate training and time to investigate and to record evidence and witness statements. The academy will notify the police where it is appropriate to do so e.g. weapons, drugs or cyber bullying.

Following removal from the classroom or a suspension, the children and their parent/carer will meet with a member of the senior leadership team to discuss reintegration and expectations going forward.

In addition, there is a requirement if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, that their social worker is notified. If the pupil is looked-after, their Personal Education Plan should be appropriately reviewed and amended, and their Virtual School Head should be notified.

Repetition of fixed term suspensions or if the child is guilty of extremely serious misconduct, then the Principal or their representative could impose a permanent exclusion.

We will do everything possible to avoid the permanent exclusion of a Looked After Child. Each Academy is expected to be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child. The Education Director will be informed of any Permanent Exclusion decision.

It should also be made clear what changes in behaviour are required to avoid future punishment. There should be a clear distinction between minor and major offences.

Group consequences must be avoided unless it can be clearly proven that each individual member is responsible for the misdemeanour.

Behavioural issues and expectations will also be addressed in circle time, classroom sessions and assemblies.

Staff are responsible for:

- Implementing the behaviour procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording red consequence behaviour incidents via CPOMS
- Recording any monitored children's behaviour via CPOMS (when asked to do so by SLT)
- Sharing the incidents with parents via a phone call home or a meeting in school
- Ensuring that the children, support staff and themselves are safe.

The senior leadership team will support staff in responding to serious behaviour incidents.

If a serious incident occurs, where possible, remove the disruptive child from the classroom (if they will leave willingly) and refer to a member of SLT. However, if removing the child would cause harm to the child (requires force), other children or staff, then the rest of the class should leave the room (each class has two exit doors) and reconvene in a suitable area (e.g. The Library or KS2 area).

A member of staff should remain outside the classroom to observe the child until relieved by a member of SLT.

Children with specific needs

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole Academy behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the Academy and are unable to meet expectations without additional support. For these children there will be an IEP and/or a Behaviour Support Plan written by the SENDCo in consultation with teachers and support staff and reviewed regularly. Changes to Behaviour Support Plans must not be made without consultation with the SENDCo.

If progress on the behaviour targets is unsatisfactory and further advice is required, the academy may, at this point seek parents' permission to involve outside agencies to recommend further strategies and arrangements.

Communication with parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are invited to come into the academy to discuss issues concerning their child at a convenient time to both them and the member of staff.

Parental support at an early stage is encouraged in devising a plan of action to support their child. It is also useful if the parent informs the Academy of any home circumstances that might affect their child's behaviour and attitude at the academy.

In every instance where a child is sent home for disciplinary reasons, the Principal will formally record and specify the length of the suspension.

They will ensure that:

- They are meeting their legal duty of care towards children, providing appropriate supervision whilst on site, and ensuring parents are formally notified if a child needs to be removed from site.
- Child protection issues are taken into account; and
- Children's human right to education is not contravened.

If efforts to resolve the issue with the parents are unsuccessful the academy will consider whether to contact the Education Welfare Service and seek the advice of the LA about available remedies.

Lunchtimes and Breaktimes:

The same system of rewards and consequences during breaktimes. Green Oaks Primary Academy are aware that behaviour at lunchtimes is different to that seen in the classroom. To support lunchtime staff with behaviour, the following system applies. Again, the following examples of behaviour can act as a guide to teachers and lunchtime supervisors but is not intended to be a definitive list.

Stage 1 and Stage 2:

- Not sharing
- Not taking turns
- Ruining someone else's game
- Pushing
- Taking someone else's play equipment
- Low level name calling
- Leaving someone out
- Climbing on benches or wall

Stage 3:

- Not following instructions
- Entering the Academy without permission
- Throwing equipment
- Spitting
- Arguing/answering back

Stage 4:

- Swearing and adult hears.
- Fighting
- Physical violence
- Using an object as a weapon
- Breaking equipment or serious vandalism
- Inappropriate use of the toilet

These behaviours should be reported to the Principal and may result in a fixed term suspension:

- Swearing – AT an adult
- Racist or homophobic abuse
- Evidence of bullying (several times on purpose)
- Serious fighting

Alternative Lunchtime Arrangements

To support our children over lunchtime, it may be necessary for parents to make alternative arrangements for a short-term period.

Trips or visits outside the Academy building

Whilst the Academy recognise all children have a right to a broad and balanced curriculum, at times it may be necessary to stop a child from going on a trip for personal safety reasons or to be accompanied by their parent/carer.

These behaviours and sanctions are sufficiently serious to warrant withdrawal from an Academy trip, including sporting events:

- Academy suspensions for violence - both physical and verbal.
- Children who are on part-time timetables due to their behaviour in Academy.
- Children who have been restrained or removed from class due to their behaviour.
- Children who are flight risks – those who have run away from Academy.
- Consistently refusing adult instructions.

Children and parents should be aware of these guidelines and all decisions should be clear, fair and transparent. The Principal has ultimate discretion in these matters and will always take a decision that ensures the safety of all those involved. Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need this system to be modified to fairly meet their needs.

Use of Physical Intervention

Occasionally it is necessary to use physical intervention if a child is posing a risk to themselves or others. This will always be a last resort when all other de-escalating strategies have been exhausted. The Academy follows the principles outlined by the Restraint Reduction Network and the DfE.

Schools can use reasonable force to:

- *Remove disruptive children from the classroom where they have refused to follow an instruction to do so.*
- *Prevent a child behaving in a way that disrupts a school event or a school trip or visit.*
- *Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.*
- *Prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and*
- *Restrain a child at risk of harming themselves through physical outbursts.*

Schools cannot:

- *Use force as a punishment – it is always unlawful to use force as a punishment.'*

There are a number of members of school staff who are TEAM TEACH trained meaning that they are able to use physical restraint as a last resort when all other de-escalating strategies have been exhausted in line with the principles outlined by the Restraint Reduction Network. All other staff should refer to the DfE document 'Use of reasonable force in schools'.

Training

Green Oaks Primary Academy ensures that specific staff receive the necessary training so that they are able to act safely when a child needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the Academy.

Green Oaks Primary Academy acknowledges *our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).*

Power to search children without consent

In addition to the general power to use reasonable force described above, the Principal and an Assistant Principal can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules.

Searching and screening children is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Mobile phones

Mobile phones are not to be brought into school unless the child is in Years 5 and 6 and these must be handed in at the start of the school day. If a Year 5 or 6 child chooses to bring a mobile phone the Academy takes no responsibility of any damage/loss that may occur.

Behaviour outside the Academy

Children's behaviour outside the academy-on-academy business (e.g. trips, sports fixtures) is subject to the academy's behaviour procedures and will be dealt with as if it had taken place in the academy.

Monitoring and evaluation

Behaviour is a standing item on the SLT meeting agendas.

All staff will be responsible for monitoring behaviour at Green Oaks Primary Academy; however, the Principal and the Assistant Principals, will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported regularly to the Greenwood Academies Trust through our Education Director.

A shared Vision

Children are introduced to our school rules in EYFS. They are referred to, and used routinely, by every member of the team. They are also frequently revisited in whole school and class assemblies. The Academy's rules and values are reshared with pupils on the first morning of each term.

These procedures are reviewed annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.

Links with other policies

These behaviour procedures are linked to the following policies:

- GAT 'Pupil Behaviour and Exclusions policy'
- Safeguarding policy
- Anti-bullying policy