



GREENWOOD ACADEMIES TRUST

Green Oaks Primary Academy

Positive Behaviour Procedures

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Statement of Principles

At Green Oaks Primary Academy, we believe that positive behaviour is taught, modelled and celebrated. We are committed to creating a safe, welcoming and inclusive environment where every child feels valued, respected and able to thrive.

Our behaviour approach is built around our three core values:

Work Hard

We promote resilience, determination and a positive attitude to learning. We want children to understand that success comes through effort, perseverance and a willingness to learn from mistakes.

Be Kind

We develop children who treat others with respect, empathy and compassion. We encourage children to build positive relationships and contribute to a culture where everyone feels safe and included.

Be Responsible

We encourage children to take ownership of their actions, make positive choices and contribute positively to their school and wider community.

These values underpin every aspect of school life and have their basis in the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

We believe:

- Every child has the right to learn without disruption.
- Every child has the right to feel safe.
- Every child has the right to be treated with dignity and respect.
- Positive relationships are at the heart of successful behaviour.
- Behaviour is a form of communication and should be understood as well as addressed.
- Mistakes are part of learning and provide opportunities for growth.

The adults at Green Oaks Primary Academy demonstrate unconditional positive regard towards children. We value every child for who they are and not simply for what they achieve. While we maintain high expectations, we also recognise that children need guidance, support and encouragement in order to achieve them.

Our Green Oaks Values

At Green Oaks Primary Academy, every member of our community is expected to live our values every day.

At Green Oaks I will:

- Work hard by trying my best and persevering when things are difficult.
- Be kind through my words and actions.
- Be responsible for my choices and behaviour.
- Treat everyone with respect.

- Celebrate differences and show acceptance of others.
- Look after my school environment.
- Help make Green Oaks a safe, welcoming and inclusive place for everyone.

Aims of the Policy

This policy aims to:

- Provide a consistent approach to behaviour across the academy.
- Promote positive relationships and high expectations.
- Ensure behaviour systems are fair, consistent and supportive.
- Define acceptable and unacceptable behaviour.
- Recognise and celebrate positive choices.
- Support children in developing self-regulation and personal responsibility.
- Ensure all children feel safe and valued.
- Outline how the academy responds to inappropriate behaviour.
- Support the wellbeing, safety and professional respect of all staff, ensuring a positive environment for learning and work.

Roles and Responsibilities

Senior Leadership Team

The Principal and Senior Leadership Team will:

- Ensure consistent implementation of the policy.
- Support colleagues in responding to behavioural concerns.
- Monitor behaviour trends and identify patterns.
- Promote a culture of positive relationships and high expectations.
- Ensure staff receive appropriate training.

All Staff

All staff are responsible for:

- Modelling the Green Oaks values.
- Developing positive relationships with children.
- Maintaining high expectations.
- Recognising and celebrating positive behaviour.
- Applying behaviour systems fairly and consistently.
- Supporting children to reflect upon and improve behaviour.
- Recording significant behaviour incidents where required.

- Working positively with parents and carers.

Adults should seek first to understand behaviour whilst maintaining clear boundaries and expectations. Consequences should support learning and reflection rather than humiliation or shame.

Children

Children are responsible for:

- Following the Green Oaks values.
- Treating others with kindness and respect.
- Taking responsibility for their actions.
- Speaking to an adult if they have concerns.
- Helping create a positive learning environment.

Parents and Carers

Parents and carers are expected to:

- Support the academy's values and behaviour expectations.
- Work in partnership with staff.
- Reinforce positive behaviour at home.
- Inform school of circumstances which may affect a child's wellbeing.
- Attend meetings where behaviour support is required.

Developing Positive Behaviour

We believe positive behaviour is best promoted through strong relationships, consistent routines and recognition of success.

Staff will:

- Build positive relationships with pupils.
- Notice and recognise positive behaviour.
- Give specific praise linked to school values.
- Model respectful interactions.
- Listen carefully to children.
- Acknowledge children's feelings.
- Use restorative conversations.
- Promote ownership and responsibility.
- Maintain calm and consistent responses.

Three Positives Before a Negative

Where possible, staff should ensure that positive interactions significantly outweigh corrective interactions.

Catch Children Being Successful

Adults should actively seek opportunities to recognise children demonstrating:

- Resilience
- Kindness
- Respect
- Responsibility
- Cooperation
- Perseverance
- Integrity

Recognition and Celebration

At Green Oaks Primary Academy, positive behaviour is recognised and celebrated through Class Dojo, verbal praise, assemblies and communication with families.

Recognition is used to reinforce our values and help children understand the behaviours we want to see.

Class Dojo

Class Dojo serves as our primary system for recognising positive behaviour.

Dojo points are linked directly to our three core values.

Work Hard

Children may receive Dojo points for:

- Demonstrating excellent effort
- Showing resilience
- Persevering through challenge
- Being engaged in learning
- Improving their work

Be Kind

Children may receive Dojo points for:

- Showing empathy
- Including others
- Being respectful
- Helping others
- Demonstrating kindness through words and actions

Be Responsible

Children may receive Dojo points for:

- Taking ownership of choices
- Following routines
- Looking after equipment
- Being organised
- Acting as role models

Staff should explicitly tell children which value they are demonstrating when awarding points.

Weekly Celebration Assembly

Each week, every class will nominate three children for recognition.

Certificates will be awarded for:

- Maths
- English
- Star of the week – linked to one of our values.

These awards celebrate children who consistently demonstrate Green Oaks values through their attitude, learning, relationships and contribution to school life.

Additional recognition may include:

- Positive phone calls home
- Positive messages on Class Dojo
- House points
- Sharing work with senior leaders
- Displays around school
- Leadership opportunities
- Principal recognition awards

House Teams

Every child belongs to one of our four House Teams:

- Sapphire
- Emerald
- Ruby
- Diamond

The House system promotes belonging, responsibility, teamwork and healthy competition.

House points are achieved through earning Class Dojo Points.

Responding to Behaviour That Falls Below Expectations

We recognise that children will sometimes make mistakes.

When behaviour falls below expectations, staff seek to:

1. Remind children of expectations.
2. Support them to reflect.
3. Help them identify better choices.

4. Repair relationships where necessary.
5. Restore learning as quickly as possible.

When discussing behaviour, staff should reference our core values.

Examples include:

- Which Green Oaks value are you not demonstrating?
- What could you do differently next time?
- How can you repair the situation?
- What would being kind/RESPONSIBLE/hardworking look like in this situation?

Consequences System

If behaviour falls below expectations, we follow a clear and consistent staged approach.

Stage 1 – Reminder

A reminder is used to redirect behaviour.

This provides an opportunity for the child to reflect and correct their behaviour.

Examples may include:

- Calling out
- Distracting others
- Off-task behaviour
- Not following instructions
- Low-level inappropriate comments

Stage 2 – Stop and Think Card

Children are given an opportunity to reflect on their behaviour and make better choices.

Staff may discuss:

- Which value is not being demonstrated.
- What the desired behaviour looks like.
- What positive choices can be made moving forward.

Stage 3 – Warning – Yellow Card

A warning is issued when behaviour continues.

Children will be given a clear explanation of:

- Which expectation has not been met.
- The consequence if behaviour continues.
- The opportunity to reset and improve.

Parents may be informed if warnings become frequent.

Stage 4 – Consequence – Red Card

A consequence is given when low-level disruptive behaviour continues despite earlier intervention.

EYFS

- Two-minute supervised timeout outside the classroom.

KSI

- Five minutes missed break or lunchtime.

KS2

- Ten minutes missed break or lunchtime.

In addition:

- A restorative conversation will take place.
- Behaviour will be recorded.
- Children will be supported to identify positive next steps.

The purpose of consequences is to support learning and responsibility, not punishment.

Serious Behaviour Incidents

Some behaviours automatically require senior leadership involvement.

These include:

- Fighting
- Racist behaviour
- Discriminatory language
- Swearing directed at adults
- Leaving the classroom or site without permission
- Bullying
- Deliberate physical aggression
- Serious vandalism
- Sexualised behaviours

These incidents will be investigated fully and appropriate consequences applied.

Parents will be informed.

The academy may also refer to the GAT Behaviour and Exclusions Policy where necessary.

Restorative Approaches

Following significant incidents, children will participate in restorative conversations.

These discussions focus on:

- What happened?
- What were you feeling?
- Who has been affected?
- What needs to happen to put it right?
- How do you feel now?
- Next time I will...

The goal is always to rebuild relationships and support future success.

Inclusion and SEND

Green Oaks Primary Academy recognises that equality does not always mean treating every child in exactly the same way. Some children may require:

- Reasonable adjustments
- Personalised support
- Adapted behaviour systems
- Additional pastoral support
- Behaviour Support Plans

Behaviour expectations remain high for all children, but support may be adapted to ensure every child can succeed.

We recognise the difference between deliberate poor choices and behaviours arising from unmet needs, trauma, disability or SEND. Staff will work closely with families and external agencies where appropriate.

Communication with Parents

Positive relationships between home and school are vital.

The academy will communicate with parents through:

- Class Dojo
- Telephone calls
- Meetings
- Celebration events
- Formal behaviour meetings where required

Parents will be informed of significant behavioural concerns and involved in support planning.

Lunchtimes and Breaktimes

The same values and expectations apply throughout the school day.

Children will be encouraged and recognised for demonstrating:

- Work Hard
- Be Kind
- Be Responsible

Lunchtime staff will use praise, reminders and restorative conversations to support positive behaviour.

Serious incidents will be referred to senior leaders and recorded appropriately.

Anti-Bullying and Discriminatory Behaviour

Green Oaks Primary Academy takes a zero-tolerance approach to:

- Bullying

- Racism
- Homophobia
- Sexism
- Discrimination
- Prejudice-based incidents

All reported incidents will be investigated fully and managed in accordance with academy and trust procedures. Every child has the right to feel safe, respected and valued.

Use of Physical Intervention

Physical intervention will only ever be used as a last resort.

Reasonable force may be used where necessary to:

- Prevent injury.
- Prevent serious property damage.
- Prevent serious disruption.
- Keep children and staff safe.

The academy follows DfE guidance and Trust procedures at all times. All incidents involving physical intervention will be recorded and shared with parents.

Mobile Phones

Children in Years 5 and 6 may bring mobile phones to school but must hand them to staff at the start of the day. Phones should be switched off once the school gate is opened (8:45am) and not switched back on until children leave site. This includes waiting at the gate in the morning. Children are not permitted to use mobile phones on site. The academy accepts no responsibility for loss or damage to mobile phones brought onto site.

Monitoring and Review

Behaviour remains a standing item within senior leadership meetings.

Leaders will regularly monitor:

- Behaviour incidents
- Exclusions and suspensions
- Attendance
- Protected characteristics
- SEND trends
- Positive recognition data from Class Dojo

The academy will review this policy annually to ensure it remains effective, inclusive and aligned with the needs of our school community.

A Shared Vision

At Green Oaks Primary Academy, we want every child to leave us as a young person who understands the importance of working hard, showing kindness and acting responsibly.

By working together with families, staff and children, we will create a culture where everyone feels valued, everyone feels safe and everyone can succeed.