

### Rationale and Aims

The Green Flying High Academy is committed to encouraging the best standards of behaviour at all times, both within and outside of school (school trips etc.).

Our vision of 'make every day count' is present throughout everything that we do in school and through our management of behaviour in school.

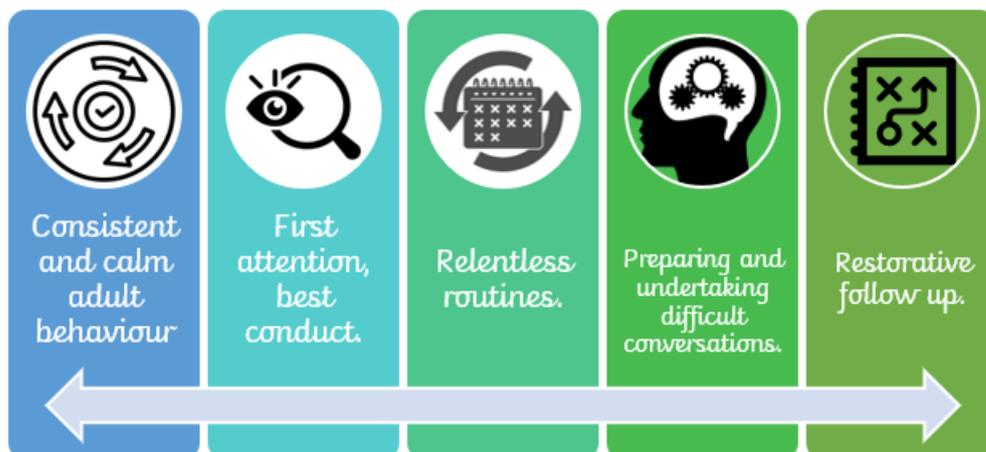
Our primary aims are that every member of the school community feels valued and respected. Each person is treated fairly and well in an environment where everyone feels happy, safe and valued. This policy encourages children to become positive, caring individuals, responsible for their own behaviour and increasingly independent members of the school community.

### The aims of our policy are:

- To build, develop and nurture positive relationships between staff and children that are built on respect, kindness and understanding.
- To create an environment that encourages, celebrates and reinforces excellent behaviour
- To define excellent standards of positive behaviour
- To encourage consistency of response in approaching challenges
- To promote self-esteem, self-discipline, self-love and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy— see the Home School Agreement.

### Our approach to encouraging Positive Behaviour

We approach relationships and behaviour through a research informed practice in order to equip children with a relationship road map for the future. Our children are at the heart of every decision we make in school. We value our relationships with the children and their relationships with others above all else and take a huge responsibility in supporting children to build positive relationships. We value the Paul Dix approach to restorative conversations and practices and consistently utilise this approach to identify key concerns with a child's behaviour, but also to encourage and allow the conversation about the reasons for a particular behaviour. We believe that behaviour often communicates an unmet need for the child whether than be an unmet physical or emotional need. We work hard alongside our children to support them to identify and understand their need, meet the need and encourage communication around positive behaviours.



## Research Links

<https://www.pauldix.org/>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

<https://support-for-early-career-teachers.education.gov.uk/education-development-trust/year-1-a-people-profession/summer-week-3-ect-theory-developing-effective-relationships/>

## Encouraging Positive Behaviour

Our School Charter was created by our staff and our children for our school community. Our children are familiarised with our charter from the moment they enter school in foundation and this becomes part of their daily life within school. We explain to children that these 4 mantras are part of what makes us unique, what helps to keep us safe and connected as a community.



### Taking care of ourselves

- Making healthy choices
- Being kind to our minds and bodies
- Believing in our abilities
- Building healthy relationships

### Taking care of each other

- Showing respect, kindness and empathy to everyone around us

### Taking care of our school

- Keeping our classrooms and grounds clean
- Showing pride in our community
- Treating materials and spaces with care

### Always do our best!

- We show determination, courage and a positive attitude in everything we do.

Together, following these mantras helps to create a safe, caring and inspiring place where everyone can learn and grow.

Our school values underpin everything we do at The Green and these are woven through our curriculum. Children have a weekly assembly each Monday morning to promote, champion and celebrate the values that make us who we are as a school. These are displayed in classrooms and around school to support our children's understanding of what our expectations are of children that attend school.



Child Friendly Mantras to Support Learning our Values
<b>Aspiration</b> Reach for the stars and aim high!
<b>Confidence</b> Believe in yourself, you can do it!
<b>Creativity</b> Use your own ideas and your imagination.
<b>Enjoyment</b> Have fun, laugh and smile!
<b>Kindness</b> Kind hands, kind feet and kind words.
<b>Perseverance</b> Try, try and try again. Never give up!
<b>Pride</b> Walk tall and take care with everything that you do.
<b>Responsibility</b> Always do the right thing wherever you may be.

### The role of the adult in school

Adults in school have an important responsibility to model high standards of behaviour, both in their interactions with the children and with each other. Adults show respect and kindness when communicating with children and with each other, which shows them demonstrating the values of our school. By treating others with fairness, patience and understanding adults create a safe and supportive environment where positive relationships can go. Through their actions the model to pupils what is respectful, to take responsibility for their choices and to maintain high standards of behaviour at all times. In doing so, adults support the shaping of a school culture built on trust, care and mutual respect guiding pupils to develop children into becoming responsible and considerate individuals.

As adults we will:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Continuously support each other to grow academically, pastorally and socially.

### Playtimes and Lunchtimes

Playtime and lunchtime should be a time of enjoyment and friendship. During play times and lunch times, we continue to consistently follow our school charter to ensure consistency in approach for our child.

- We take care of ourselves by playing safely, making good choices and including others so that everyone feels happy and secure
- We take care of each other by showing kindness, sharing equipment and helping friends who need support.
- We take care of our school by using the play equipment properly, tidying up after play and respecting the space we share
- We always try our best at play times and lunch times to be good friends to others, responsible role models to other children and we work as team members to create lasting friendships

### **Role of the adult at Play Times and Lunch Times**

- To create a safe, positive and caring environment where all children can enjoy their break
- To model and encourage the school values during unstructured times
- To support children to make good choices, using excellent manners
- To include others in play and/or conversations
- To model use of the play time equipment
- To lead positive play experiences
- To ensure all children follow the school charter
- To encourage co-operation between children and support building friendships
- To resolve problems calmly and fairly

By setting and maintaining high standards of behaviour and showing genuine care, adults make lunchtimes a happy and welcoming part of the school day.

Should any unacceptable behaviour occur at lunchtime, this will be addressed by the Midday Supervisors. If any more extreme unacceptable behaviour occurs or if pupils are not responding to the rewards and sanctions that are in place, this will then be followed up by the class teacher and if necessary, our senior leaders.

Frequent misbehaviour at lunchtimes may ultimately lead to a review of unstructured time for that child in particular.

### **Classroom Management**

Building positive relationships with our children is one of our priorities and is at the heart of everything that we do. Teachers use a variety of strategies to encourage behaviour such as dojo points, celebrating achievements and positive praise which reinforce effort, kindness and following rules. Thoughtful seating positions support learning and reduce distractions, helping children focus and work well with each other. Similarly, our classrooms are designed to develop children's independence, through the use of our enable tables, and support their personal initiative.

At the front of every classroom, a set of picture prompts for behaviour can be seen. These are our S.T.A.R rules. Sitting up, track your teacher, answer questions and respect all. Teachers remind children of these throughout the day.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop their skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## Our Sanction System

Below shows the process that all staff go through when dealing with both low level and challenging behaviour.

Please note: our sanction system is not a 'one size fits all'. We acknowledge that some children may need a bespoke approach to rewards and sanctions and may have additional needs that require support with understanding sanctions.

AM I MAKING THE RIGHT CHOICE?	
	I am doing the right thing.
	Verbal reminder
	2nd verbal reminder
	Reflection Area
	Senior Member of staff
	Parent Contact -Play time or lunch time lost

**Every new day is a new start and this must be communicated to children.**

We promote and encourage exceptional behaviour in all areas of school life and consistent modelling of our school values and our school charter demonstrate to children that our expectations of behaviour are high.

### **How do we reward exceptional behaviour?**

At The Green the following rewards have been agreed as a staff and are consistently in place throughout school. We use 'Class Dojo', an online behaviour management system that fosters positive pupil behaviours and classroom culture. Children will earn 'Dojo points' based on their classroom conduct e.g. taking pride in their work, taking responsibility. The points are earned for demonstrating one of our Trust values in class, role model behaviour and reading at home. Staff use positive praise, stickers, modelling excellent work under our visualisers for other children to see, celebration assemblies, showing work to other teachers in school and the Headteacher etc. to build confidence, model excellence and share high standards with other children.

### **REWARDS**

Each week we celebrate pupils that show exceptional behaviours through the awards Star of the Week and Writer of the Week. By celebrating positive behaviour and effort, we motivate all pupils to strive for excellence, reinforce our school values and create a culture where we are valued and rewarded.

### **Dojo Points and Prizes**



20 DOJO POINTS	COLLECT A PRIZE
40 DOJO POINTS	COLLECT A PRIZE
60 DOJO POINTS	COLLECT A PRIZE
80 DOJO POINTS	COLLECT A PRIZE

### **Attendance Rewards**

We encourage 98% attendance for every child and we want to see every child, every day. Attendance is rewarded weekly and children get to choose, as a class, their class treat for the week. Children also have an Attendance Award trophy that their class looks after for the week and their class is celebrated in Star of the Week assembly. Please note: if a child has a severe illness or there are exceptional medical circumstances, we will not include this child in our class by class percentage.

### **Physical Intervention:**

At The Green, we strive to use a range of strategies to deal with all situations but sometimes physical intervention, as a last resort, is necessary. Physical intervention must only be used in the best interests of, or out of necessity for, the child or young person.

Parents and carers will be informed if this happens. Any physical intervention must be reasonable and proportionate to the circumstance.

### **Communication and Parental Partnership**

We believe that effective communication with parents and carers supports positive behaviour and pupil development. Parents are considered key partners in supporting our behaviour expectations at school and we strive to maintain open, respectful and timely dialogue.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy. We encourage parents to share insights into their child's needs and we encourage parents to work with us on the creation of behaviour plans and/or de-escalation plans to show consistency between home and school.

### **Additional Support- pastoral support:**

Despite all of the above being put into place a small percentage of children will still have behavioural difficulties. For these children additional pastoral interventions may potentially be needed to support that particular child's needs.

These may include:

- Identifying a child's primary and secondary areas of need-eg. Social and emotional, cognition and learning, communication and interaction and physical.
- The writing of a support plan in collaboration with the SENCO and parents.
- Tailored strategies that take into account a child's individual needs including personalised support plans, reasonable adjustments such as visual aids and sensory strategies.

### **Fixed term exclusion:**

Where the Head teacher feels that the discipline issue is so severe that time in internal exclusions would not be appropriate he/she has the discretion to issue fixed-term exclusion. The majority of fixed term exclusions will be served either at home or at another school. Work will be set by the school whilst the child is excluded.

### **Exclusion protocols:**

The Head teacher will complete the following paperwork for all external exclusions:

- LA form outlining exclusion

- Letter to parents outlining length of exclusion
- Inform any agencies working with the pupil
- Copy exclusion form to the Chair of Governors and Director of Children and Younger Adults - file a copy in the child's school folder
- Liaise with the child's class teacher to set work for the period of the exclusion

### **Reintegration from exclusion**

Children returning from exclusion will start school at 10:00am on the first day back at school. They must be brought back to school by their parents to meet with the Headteacher and Class teacher. At this meeting the child's behaviour contract will be discussed/ developed. The child will be issued with a behaviour tracking form for the next two weeks.

### **Permanent Exclusion**

The Head teacher will exercise his/her duty to permanently exclude a pupil when he/she feels that:

- The safety of other pupils / adults can no longer be assured;
- The pupil is continually affecting the education of others;
- The school has exhausted all measures to try and improve the pupil's behaviour;
- The pupil has seriously breached the school's behaviour policy

The school will follow DfE guidance on permanently excluding pupils.

### **Home and School working together:**

Any parents who are concerned about their own child's behaviour or that of another child should:

- Contact the child's class teacher immediately and maintain contact at the school's request.
- Make an appointment with the Head teacher to discuss the matter if concerns continue.
- Support the school in its efforts to promote positive behaviour.
- Discuss and celebrate all positive behaviour in school and reward accordingly (we strongly believe that money or expensive gifts should not form part of this reward).
- Discuss negative behaviour with their child and its consequences for all concerned.
- Apply appropriate sanctions at home e.g. withdrawal of privileges.
- The Head teacher/ SLT keep records of all reported incidents of serious misbehaviour

### **Success Criteria:**

The Behaviour Policy will be operating well when:

There is a happy atmosphere in which everyone has the opportunity to do their best. Everyone shows respect for themselves, each other, property and the environment. Everyone co-operates with everyone else in a polite, considerate and helpful manner. There are equal opportunities for all.

### **Linked Policies**

Safeguarding  
Policy

To be reviewed September 2026

Signed: J Smith (Headteacher)

Date: September 2025

