

Behaviour Policy



GREEN RIDGE
PRIMARY ACADEMY

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Introduction and purpose

The National Context (taken from Behaviour in Schools, DfE: September 2022)

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all children to succeed personally.

Our beliefs and principles at Green Ridge

At Green Ridge, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability, and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

We are a school that uses the relational approach as core part of our children's well-being, behaviour, and development. The THRIVE approach supports and encourages the development of confident, curious, creative, and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

Together with embedding the Thrive Approach, which helps us to interpret children's behaviour and to address their emotional needs, we have adopted the Norfolk Steps therapeutic approach to behaviour. The emphasis on consistency of approach and response, the teaching of internal rather than external discipline, care, self-control, and consequences sits securely within – and supports our whole school ethos and our commitment to equity.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

The purpose of the policy is therefore for:

Children

- To ensure that all children are treated fairly, shown respect and to promote good relationships.

- To help children take control over their behaviour and be responsible for the consequences of it.
- To help children understand what behaviour is and is not acceptable, and what potential consequences could be of their actions, including support offered.

Staff

- To ensure that they know how to deal with different types of behaviour fairly and confidently, in-line with principles of THRIVE and therapeutic approach, so that children receive the support they need to manage and change their behaviours.

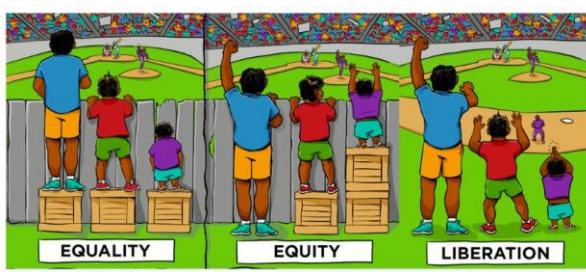
Parents and carers

- To help them understand how behaviour will be led and managed at Green Ridge.
- To help them support their child out of school with similar approaches to managing behaviour using the THRIVE/therapeutic approach.

Governors

- To support them in their understanding of how the school manages and leads behaviour, so that they can better monitor and evaluate the effectiveness of the implementation of the policy.

We provide children with what they need to succeed in their learning. We endeavour to create a culture which inspires a love of learning through emotional and social intelligence and a responsibility of self-discipline and respect for others.



Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. At Green Ridge we advocate for each child to receive the resources, experiences, appropriate interventions, and support in their learning achieve their full potential.

At Green Ridge we take the view that external discipline and consequences controls behaviour; however, internal discipline teaches children about their behaviour. To create a change in behaviour with children, we need to understand, not simply suppress, the behaviour. Our therapeutic approach will enable this to happen.

School systems and social norms

The Green Ridge Behaviour Charter

At Green Ridge, we have an established behaviour charter that exists across the whole school, universally. These are key beliefs and fundamental expectations which apply to all children and have been created in a way that can be understood and recognised by all children. This charter acts as a way of ensuring that children uphold and respect their rights.

At Green Ridge, we will be READY, RESPECTFUL and SAFE:



Core Values

Green Ridge has six core values which underpin all aspects of academy life:

- Honesty
- Friendship
- Forgiveness
- Responsibility
- Gratitude
- Respect

Each half-term, we focus on one of these values. Through assemblies and the curriculum, we learn about these values, how to show them and why they are useful. These values link to a range of other values which children will encounter and learn about at Green Ridge.

Our emphasis should constantly be on the reinforcement of positive behaviours. We teach children the behaviours required to be a successful and effective learner. Children need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the academy and recognition that there is a consistent use of praise/recognition when their behaviour is appropriate and consequences when it is inappropriate. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

The use of rules and routines

Routines are used to teach and reinforce the behaviours expected of all children. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. This is referred to as the Green Ridge Way.

Adjustments will be made to routines for children with additional needs, where appropriate and reasonable, to ensure all children can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. Leaders are also mindful that not all children requiring support with behaviour will have identified special educational needs or disabilities.

Promoting pro-social behaviour Seven steps towards therapeutic behaviour leadership

At Green Ridge Primary Academy, we take a proactive whole school approach to promoting pro-social behaviour. This is aligned with a 'Trauma Informed and Attachment Aware' approach our seven steps therapeutic approach.

Step 1 – Building resilience and developing self-regulation

Social values are promoted in a number of ways including through PSHE lessons, whole class approach to Zones of Regulation and practice self-regulating activities throughout the school day.

Step 2 – Rewards and positive reinforcement

The intrinsic reward offered by warm relationships, verbal praise and stimulating curriculum are the most effective form of reward for all children and young people. However, Green Ridge Primary Academy recognises that for many children a more tangible rewards system, which recognises all forms of social and academic achievement, and which regularly communicates this 'good news' is necessary.

- Rewards systems include house points, use of Learning dots which recognise positive behaviours for learning. In class recognition systems such as "Work of the Week2 or marble in a jar.
- PAP star certificates -Children who have shown excellent productivity, accuracy and presentation in their learning during the last week)
- Superhero shake – awarded to children who have shown learning behaviours across the week. To celebrate their achievement, they enjoy a milkshake (or other appropriate alternative), with a member of SLT on Friday afternoon.
- Achievement certificate - awarded to children who have demonstrated that they have applied their learning and put in great effort.
- Progress certificate - awarded to children who have shown a marked difference in their learning over the previous week or so and have made great progress in their learning and development.

Step 3 – Establishing and maintaining relationships

"There is no more effective neurobiological intervention than a safe relationship, the relationship works to bring the brain back into regulation."

(Bruce Perry, PhD, MD, researcher & child psychiatrist)

We place a great emphasis on relationships and relational responses. Helping **all** children to realise the value of relationships, and importantly, how to keep them healthy and thriving, is a lifelong skill and one which will positively impact their mental health and well-being into adulthood.

Step 4 – De-escalation of dysregulated/connection seeking behaviour

Providing high quality, adaptive teaching alongside practicing resilience, regulation and relationship building are all major factors in ensuring a positive learning environment for all; this will go a long way towards minimising dysregulated /connection seeking behaviour. However, the school recognise there will be times when children do still struggle to regulate themselves and / or accept the boundaries which are clearly communicated to them.

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority is always to ensure the safety of children and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so children know with certainty that misbehaviour will always be addressed.

It is at this stage that a consistent approach using a 'shared language' is most important. As a school, all members of staff have been trained in the Norfolk Steps approach to de-escalating and analysing behaviour. When we can see that a child is showing undesirable behaviours, we will follow different steps of de-escalation:

Positive Phrasing e.g.

- Thank you for walking in the corridor
- Take some time in your quiet space
- Sit in your chair quietly, thank you

Disempowering the behaviour e.g.

- Come back into the room when you are ready
- If you need help regulating, I am happy to help you
- That's an interesting idea, thank you for sharing.

Closed choices e.g.

- You can do your work at the table or on the carpet

- You can do your work now or at lunch
- We can go outside or to the library

Connection before correction using P.A.C.E. scripts

P.A.C.E. is an evidence-based approach to communication with children and young people who have experienced trauma. However, as it is based in neurological responses to human interaction, it is an effective approach for all children. It can be used very effectively alongside the Step On scripts. A de-escalation script is designed to remove tension from a situation and create some space and time for both the adults and children.

Playfulness:

- Using a playful tone of voice, warm gestures and humour can a long way to diffuse low level behavioural dysregulation or when children and young people are 'seeking connection'. *It's lovely to see you today. What's happening ... I am sure we can work on this together.*
- Offering limited choices can also be a very effective light-hearted way to address low level dysregulation. *Ok so you are having a bit of trouble getting started. Let's see how we can get this show on the road: you can write this by hand or use the laptop).*

Acceptance:

- Accept their intentions and redirect (Accept: *When you make silly noises you are letting me know that you are finding things difficult right now. Redirect: I'm here to help. You talk, I'll listen and we'll resolve this together / Remember, in the classroom we work quietly so everyone can concentrate. Yesterday you worked quietly in Maths. That's who we need to see today. Just put up your hand if you want some help.*
- Be consistent, kind but firm.

Curiosity:

- Listen to and observe the child's communication, it may not be verbal, then reflect on what you have observed. *I can see that you are agitated / distracted / demotivated right now...I wonder if you are struggling with ... I guess you might be worried about ...*
- A child may not respond initially. Give take up time where possible and let them know you will '*return to see how they are doing*' in a few minutes.
- When you return keep the tone light but remind them of the expectations and use positive language as much as possible. *Ok it's been a few minutes. It's good to see you have picked up your pen / lifted your head off the table / settled down in your seat and are more ready to make a start. Let me remind you of what you needed to do.*

Empathy:

- Acknowledge and validate feelings then redirect. Acknowledge: *I hear/see that you are not happy about ... Validate: I understand it's hard when ... Redirect: Remember, in our school we are respectful to each other so when you ... then we can look at ...).*
- Be tolerant but not permissive – remember high nurture and high structure are key.

Step 5 – Supporting children who are dysregulated

Sometimes, despite our best efforts, children and young people can become dysregulated and as a result they will experience a crisis. At this stage, their fight or flight response will be engaged and therefore their 'thinking' brain / 'higher' brain will be offline. The following are important steps when supporting children in crisis:

Additional support:

- Removing the audience can be very helpful, this includes other adults.

- A change of environment may be needed. Support should be sought from other members of staff to accompany the child to a 'quiet/calm' area. This is a space for children / young people to:
 - **Regulate** (time and space to calm down – soothe the brain stem using various strategies which may be outlined in pastoral support plans where relevant).
 - **Relate** (connect with the child – P.A.C.E. may be effective now without an audience and with time to regulate).
 - **Reason** (reflect and articulate – some learning is needed to move forward, and this can be achieved through P.A.C.E. initially to make the 'connection' and then the 'correction' or thinking about alternative behaviours can follow on).
 - **Repair** (problem solve together on how this temporary rupture in the relationship can be repaired – simple apology, restorative conversation, restorative action which may happen in their free time). Once this step is complete there is a fresh start.
- Additional support or a 'key adult' is most likely to be effective for children (particularly those who have trauma and attachment difficulties) if the adult involved in giving the support is one of up to five adults they have identified as 'trusted, safe adults'.

Step 6 – Restoring and repairing relationships

Green Ridge Primary Academy recognises that ruptures in relationships are a normal part of very day life. We aim to support all our children to restore and repair ruptures where they inevitably happen from time to time. Taking a restorative approach is the most effective way of restoring and repairing relationships. Where specific consequences are needed in addition (this is not always necessary), they will be educational and/or protective. In order to facilitate a restorative culture of restoration and repair we aim to:

- Offer time and space for everyone (staff and children) to reflect and take responsibility, avoiding a blame approach – restorative meetings may need to wait until the next day in some circumstances.
- When the time is right, arrange for planned and appropriately chaired restorative meetings between peers and / or children and staff.
- Comic strip conversations may be held with the pupil(s) to allow them to reflect on the situation and establish different actions they could have taken. These will be facilitated by an adult to support them with the process. (See Appendix 2 for an example of a *comic strip conversations*).
- Reflection sheets may be filled in either independently or alongside an adult (appendix 3).
- Help children learn new coping strategies – this may involve a short-term intervention.
- Model how to repair relationships, including acknowledging and owning our own mistakes / misunderstandings / negative feelings as adults and apologising where appropriate.
- Start 'behaviour watch' for a period of two weeks (extended when necessary) enabling the children to take responsibility for their own improvements in behaviour.

Age appropriate consequences may be used depending on the circumstances. Examples of educational and protective consequences are listed below

Educational	Protective and educational (these consequences are supported by interventions to teach alternative behaviours)
Reading social stories before identified trigger points	Limited access to social spaces / activities alongside role play / rehearsing of alternative behaviours in these spaces (time limited)
Role playing / rehearsing alternative behaviours regularly for a period of time	Removal of privileges

Assisting with repairs	Time out in another classroom or another learning space
Conflict resolution / mediation meetings	
Modelling with children how to work with peers/in a team either in lessons or on the playground	School-based community service – for instance, helping to tidy a classroom if a mess has been made, after a conversation between staff and children about why this is an appropriate consequence
	Child being placed on 'behaviour watch' and monitoring, following a discussion with parents/carers and the pupil about the changes in behaviour that are required and why.
	Internal Suspension, following a breach of the behaviour policy, the pupils will have a set period of time out of class. During this period they will be monitored by a designated member of staff as they complete their work, or activity for reflection. This will end with a restorative discussion to support the pupil in moving forward.
	Suspension, following a serious breach of the school's behaviour policy, with a planned re-integration meeting to take place to support the pupil moving forwards.

Where necessary parents/ carers will be notified of the consequences either face to face, email or phone call.

Some children, including those with SEN who have specific needs relating to social, emotional or mental health needs (SEMH), will find it continually difficult to follow our rules. Individual strategies will therefore need to be implemented to support them. Use of Norfolk Steps resources such as roots and fruits, anxiety scale and risk assessments may be used to support individual children. This may also include the use of clear targets with specific rewards, alternative rewards or consequences, specific interventions and support and the use of outside agencies (PRU support, Virtual school.) Parents will be continually involved in supporting the school in managing their child's presenting behaviours. It may also be appropriate to request support from a family support worker or Families First if multi-agencies are involved with the child or a Pastoral Support Plan PSP if the child is at risk of exclusion.

How do we define anti-social behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and are not thinking about the impact on others. This behaviour includes but is not limited to physical assault on members of the school community, damage to property, persistent refusal, racism or other discriminatory acts and bullying. These are not tolerated at Green Ridge. Parents/careers will always be notified of incidents of this nature.

How do we define unforeseeable behaviour?

This behaviour is anything that is beyond our own behaviour management capabilities. Situations where we would have to involve emergency services or specialist teams. This may include absconding from school grounds, criminal acts, premeditated violent acts causing serious harm. Unforeseeable behaviour incidents may result in referrals to local authorities, wider safeguarding teams, the trust and/or emergency services.

As staff, we will not put ourselves, or others, in danger. We will not escalate the situation by responding physically or verbally. We will not use formal physical intervention or restraint unless trained. Physical intervention or restraint is always a last resort. As staff, we may use physical intervention or restraint if someone is at imminent risk of harm. (See Physical Intervention Policy)

Step 7 – Analysing behaviour

Following a (or a series of) behaviour incident, it may be necessary for staff to analyse the behaviour further to try and discover whether there are any identifiable triggers or patterns. This will enable staff to support the children further and predict when may be a challenging time of the week for them.

Child-on-child abuse

Abusive behaviour can happen to children in schools and settings, and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. All staff are aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or online.

At Green Ridge Primary Academy, we aim to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being. We will log any incidents of child-on-child abuse which will be responded to via the school's safeguarding processes by the designated safeguarding leads.

We do not accept or allow any sexualised behaviour or language between children in our academy. This includes, but is not limited to: any names, comments, requests, threats and 'jokes' that are considered sexual or sexually suggestive, physical contact of a sexual nature, sexual violence, and gender-based bullying, regardless of whether it takes place face to face or online. We will respond to any reports of such behaviour on a case-by-case basis, taking into account the age, gender, and understanding of the children involved. Any consequences will be made in line with this policy, and we will follow up with actions for the accused and the victim(s) in line with our safeguarding and child protection policy.

Banned items

The following is a list of items which are banned by the school and for which a search can be made of a pupil, if warranted:

- knives or weapons
- alcohol
- drugs
- stolen items
- tobacco/vapes
- fireworks
- pornographic images/materials
- articles that the school reasonably suspect have been or are likely to be used to commit an offence or cause harm.

In addition, children are not allowed to bring in other personal possessions from outside of school/home, unless prior permission has been given by staff to do so.

Suspensions and permanent exclusion

The use of a suspension or exclusion is warranted as part of creating calm, safe, and supportive environments where both children and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

At Green Ridge, suspensions (previously fixed term suspensions) and permanent exclusions, are a last resort, but sometimes necessary.

These decisions are not made lightly and are informed by Local Authority guidance, which supplements the statutory suspension guidance published by the Department for Education.

Procedures for review and evaluation

Our positive behaviour and discipline policy is a living policy. Monitoring, review and evaluation is built into the annual academy self-review cycle. Monitoring takes place in several ways:

- The completion of short questionnaires by children, staff and parents/carers
- Academy parliament feedback
- Involvement of children in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of children or groups who are regularly given consequences or rewards
- Classroom observation

References

This policy should be read in conjunction with the following school policies:

- Anti-bullying
- Physical Intervention
- Intimate Care
- Equalities Duty and Objectives
- Suspensions
- Complaints
- Special Educational Needs and/or Disability
- Online safety
- Information security
- Safeguarding and Child Protection

This policy should be read in conjunction with the relevant passages in:

- *Behaviour in Schools: Advice for Headteachers and school staff* (DfE, September 2022);
- *The Human Rights Act* (October 2000);
- *Keeping Children Safe in Education* (DfE, September 2023)