



BEHAVIOUR POLICY

REVIEWED SPRING 2026

'Green Lane – a Big School with a Big Heart'

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Green Lane Primary Academy

Behaviour Policy

Green Lane Primary Academy works hard to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this we offer our children the chance to fully participate in the life of our school and our community by empowering them to take charge of their lives.

1.Aims

This policy:

- Demonstrates how we prioritise relationships whilst ensuring consistency of equitable expectations across our school community
- Demonstrates how we provide a fair and consistent approach to behaviour management
- Defines what we consider to be unacceptable behaviour, including bullying
- Outlines how pupils are expected to behave
- Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlines our system of rewards and consequences.

Our Aims

We have three central aims in our approach to behaviour:

- To promote high expectations of standards of behaviour
- To set clear rules and guidelines on acceptable behaviour, which are consistently applied
- To involve staff, children, parents and governors in promoting this policy

Our Objectives

- To encourage children to take responsibility for their own behaviour
- To develop self-respect and respect towards others
- To show respect towards their environment
- To show thoughtfulness and good manners

Our school community is guided by our 'Golden Rules', which set out the behaviours we value and expect.

- **Be gentle** – treat yourself, others and our environment with care
- **Be kind and helpful** – support others and build positive relationships
- **Work hard** – persevere, take pride in your learning and do your best
- **Look after property** – respect school resources and personal belongings
- **Listen to people** – pay attention and value what others say
- **Be honest** – be truthful and take responsibility for your actions.



2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our Funding Agreement and Articles of Association.

3.Roles and Responsibilities

The Role of the Local Governing Body

The Local Governing Body at Green Lane Primary Academy is responsible for reviewing and approving the written statement of behaviour principles and is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

The Role of Staff

In order to achieve good standards of behaviour within school, staff are expected to:

- Promote positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity.
- Promote high expectations.
- Reinforce and praise good behaviour, caring attitudes and 'trying to do your best' as well as success.
- Develop an awareness of each child as an individual
- A consistent approach
- Upholding and teaching pupils about British Values
- Understand that a sense of humour often diffuses a situation
- Have a fair and consistent approach on applying rules
- Display a calm manner at all times
- Refer to the behaviour and not the child
- Have a team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues
- Acknowledge that problems within school are a shared responsibility
- Embedding our values and vision into everyday life at Green Lane Primary Academy.

The Role of Parents and Carers

Parents and carers play a vital role in supporting the school's approach to behaviour. A strong partnership between home and school helps to create the consistency and stability that children and young people need in order to thrive.

It is always helpful when parents:

- Encourage children to respect school
- Ask questions about their work and behaviour

- Show interest in their child's progress and actively engage in school life
- Praise good reports and certificates sent home
- Support the Class Teacher
- Discuss with the Class Teacher or Head Teacher any problems which could affect their child emotionally or academically within school
- Work in partnership with the school to address any ongoing or incidental behavioural concerns.

We work in partnership with parents/carers and will offer support and guidance. We follow a graduated response to best meet the individual needs of each child through the involvement of the school team and, where appropriate, external agencies.

The Role of Children

Children are taught that there are certain **codes of behaviour**, which are acceptable and generate approval. These include:

- Keep your hands and feet to yourself
- Speaking to all teachers, adults and children with respect
- Being honest
- Being kind
- Understanding other people's points of view, settling problems by talking to involving adults
- Taking care of school and other people's property
- Moving calmly and quietly around school
- Achieving as much as possible in all areas of their work
- Making it easy for everyone to learn by listening carefully, following instructions, responding appropriately, waiting their turn patiently.

4.Bullying

Any incidence of Bullying is taken very seriously and we take a zero-tolerance approach. For full information please refer to the school Anti-Bullying Policy.

5. Responding to Behaviour

5.1 Rewarding Good Behaviour

Acceptable behaviour and hard work should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards and incentives are used at Green Lane Primary Academy:

- Teachers congratulating pupils with specific verbal and written praise
- Stickers and certificates
- Star of the Week awards
- Responsibility and Leadership
- Golden Time
- Extra playtime
- Communicating praise to parents/carers via a phone call or written correspondence.

5.2 Golden Time

Golden Time is used to reinforce and reward positive attitudes and behaviour. Staff ensure that Golden Time is valued by enabling a range of changing activities. If a child has received a Stage 3 (see 'Responding to Behaviour' below) teachers may withdraw a proportion of Golden Time, dependent on age and seriousness/ frequency of incidents. Golden Time should never, under any circumstances, be withdrawn from a whole class or year group.

5.3 Unacceptable and Disruptive Behaviour

A child's behaviour is deemed unacceptable when they:

- Show lack of respect for others including children and adults
- Show lack of respect for their environment and the property of others
- Demonstrate any form of racist, sexist, homophobic or discriminatory behaviour
- Refuse to work, shout, walk away when spoken to
- Throw things and spoil other children's work
- Demonstrate aggressive behaviour including fighting, bullying, persistent name calling and swearing.

5.4 Damage to Property

Damage to school or other children's property through misbehaviour, whether it is the fabric of the building or e.g. books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

5.5 Our 3-Stage Framework to Support Positive Behaviour Choices

At Green Lane Primary Academy, we teach children what is acceptable behaviour. If a child's behaviour is inappropriate, it is important that a clear, consistent approach is taken. Our **inclusive approach** supports self-regulation, and adaptations are put in place to support children in making the right choices. This policy provides an agreed code of behaviour in the classroom, in communal areas, in the playground, around the school site and on educational visits. In addition to teaching time, the Positive Behaviour Policy also covers our extra-curricular activities.

We use a **three-stage framework** designed to guide pupils in making positive choices. Each stage provides clear, consistent opportunities for pupils to reflect on their behaviour, understand its impact, take responsibility and reset their approach, helping them learn from mistakes and develop self-regulation skills. This approach focuses on restoration and personal growth.

This clear framework ensures that pupils know:

- What behaviour is expected of them
- How we respond to behaviour that does not meet expectations
- How we work in partnership with parents and carers to support improvement.

Stage 1. Reminder: The teacher gives a personal reminder of the expected behaviour.

Stage 2. Final Reminder: The teacher gives a final personal reminder of the expected behaviour. The pupil may be asked to work in a different area of the classroom to support them in making the right choices.

Stage 3: Reset

If a pupil continues to struggle to meet expectations despite earlier interventions, they will be sent to another class to spend time (the remainder of the lesson) with their designated '**Reset**' link teacher. This provides an opportunity for **de-escalation, reflection and a reset** before returning to learning.

- The incident will be recorded on CPOMS.
- Parents or carers will be informed where behaviour reaches this stage.

During this time, the pupil, supported by the link teacher or another adult, will have the opportunity to reflect on their behaviour and reset their approach before returning to class.

This will focus on:

- What happened
- Who has been affected
- How the situation can be put right
- What the pupil will do differently next time

On returning to class, a **restorative conversation** will take place between the pupil and the class teacher (or relevant adult). The aim is to rebuild the relationship, re-establish expectations, and support the pupil to make a successful return to learning.

Each session of the day begins with **Stage 1** – pupils should be given the opportunity to reset their behaviour each day and begin each session with a fresh start.

Reflection

Repeated breaches of school expectations at playtime or lunchtime will result in a **reflection**, either on the playground alongside the supervising adult, on returning to class if the incident occurs at the end of playtime or lunchtime or with a member of the Leadership Team. **Reflection** provides structured time for pupils to regulate, reflect on their behaviour and understand its impact on others.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

5.6 Behaviour Plan

Where a pupil demonstrates repeated patterns of behaviour that do not meet school expectations, an Individual Behaviour Support Plan may be put in place. The purpose of this plan is to provide structured support, clear guidance, and consistent strategies to help the pupil make positive changes. The Head Teacher or Deputy Head Teacher will meet with the pupil and their parent or carer to:

- Share a clear understanding of the behaviours of concern
- Explore possible underlying factors
- Agree supportive strategies and clear expectations
- Ensure everyone understands how school and home will work together

The plan will outline:

- Specific behaviour targets
- Agreed strategies adults will use to support the pupil
- How the pupil will be helped to reflect, regulate, and make positive choices
- How success will be recognised

Behaviour will be monitored throughout the day, including during lessons and social times, to ensure consistent support. Brief feedback will be shared with parents daily so that progress can be celebrated and any concerns addressed promptly.

A review meeting will take place at the end of the first week to evaluate progress, celebrate improvements, and decide whether the plan should continue, be adapted, or be concluded. Parents will be kept fully informed throughout the process.

5.7 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection and Safeguarding Policy for more information.

5.8 Physical Intervention

In some circumstances, staff may use reasonable force (Team Teach techniques) to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

(Taken from Education and Inspection Act 2006, Section 93 and guidance from DfE published July 2013 and updated December 2025.)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.

Incidents where physical interventions have been used should be reported to the Head Teacher, or in their absence the Deputy Head Teachers. A Physical Intervention Form must be completed within 24 hours after the incident and a scanned copy placed on CPOMS.

6. Responding to Misbehaviour from Pupils with SEND

6.1 Recognising the Impact of SEND on Behaviour

Green Lane recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

If a child demonstrates, significantly consistent and challenging behaviours then the SENDCO will be involved to support the pupil and family. In accordance with the school SEND Policy the need will be addressed through the Code of Practice and needs identified.

6.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The SENDCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

6.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

7. Suspension and Permanent Exclusion

When dealing with any serious case of behaviour, Green Lane Primary Academy will refer to the DfE guidance: Suspension and Permanent Exclusion for Maintained Schools, Academies and Pupil Referral Units in England – September 2024 and refers to the Green Lane Suspensions and Permanent Exclusions Policy.

The school will only suspend or permanently exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this Behaviour Policy, have failed to be successful.

A decision to exclude a pupil will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The Head Teacher has the sole power to exclude pupils from school. In cases such as this, the LA will always be informed.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs or a disability (SEND).

Following a suspension, the school will use strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings,
- Daily contact with the HT or designated senior leader/ team leader
- A personalised Behaviour Plan

Green Lane Primary Academy works within the Middlesbrough LA policy and guidance for suspension and exclusion procedures.

8. Training

Behaviour management forms part of continuing professional development.

Staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (designated staff)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

9. Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (Reflection and Reset)
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves

Perceptions and experiences of the school behaviour culture for staff, pupils and governors.

The data will be analysed by the Senior Leadership Team.

10. Links with Other Policies

Child Protection and Safeguarding Policy

Anti-bullying Policy

Staff Induction Policy

ITT/ECT Policies

Green Lane Suspensions and Permanent Exclusions Policy

