

High Green Primary School Behaviour and Relationships Policy



At High Green Primary School, everything we do is shaped by our vision:

To become the best version of ourselves.

Vision Statement

At High Green, we are a small school with a big heart. We want every child and adult to become the best version of themselves. We believe every child deserves a champion. Behaviour is about belonging, safety, and connection. We aim to help all children feel valued, safe and ready to learn.

Our values guide us every day:

****Be Respectful *Be Kind *Be Responsible *Be Proud***

Our Value Statement is displayed in every classroom and signed by all children:

"We are responsible, respectful, kind and proud. We are the Best Version of Ourselves. We are High Green Primary School."

These values underpin our approach to behaviour and relationships. They are not just words on the wall, they are lived out in classrooms, corridors, and playgrounds.

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1. Introduction

At High Green Primary School, **we are so proud to be a small school with a big heart**. Everything we do is shaped by our vision:

“To become the best version of ourselves.”

We believe that **behaviour is communication**. Our first question is always:

“What is this child trying to tell us?”

For us, becoming the best version of ourselves means:

- Helping every child feel **safe, respected and valued**
- Teaching children how to manage **big feelings and solve problems peacefully**
- Seeing mistakes as chances to **learn and grow**, rather than reasons for punishment
- Encouraging kindness, empathy and respect in all relationships
- Believing that **every child can change and improve** with the right help and support
- Working together with families to help children be their best at home and school
- **Separating the child from the behaviour** — recognising that even when behaviour is challenging, the child is still deserving of respect and care

We also believe that:

“Every child deserves a champion.”

To us, this means:

- Teachers taking time to **truly know each child**
- Building **strong relationships** so children feel safe and connected
- Being a trusted, safe person who a child can turn to for support
- Believing in the child's potential, even when they're struggling
- Standing up for each child's needs, strengths and individuality
- Helping every child feel valued, seen and heard

We believe that when children feel safe, connected and valued, they are ready to learn, build friendships and grow into the best versions of themselves.

Understanding Behaviour– The Iceberg Model

At High Green, we believe behaviour is communication.

What we see

- Hitting
- Shouting
- Crying
- Walking away
- Refusing to work
- Being silly
- Angry words

Feeling scared or anxious
Worry about family
Struggling with learning
Tiredness or hunger
Sensory overload
Feeling misunderstood
Low self-esteem
Past trauma

What is this child trying to tell us?

2. Our Ethos and Culture

At High Green, we:

- Build strong relationships first — **connection before correction.**
- Practice **unconditional positive regard** — every child is worthy of respect and care.
- See the world through children's eyes.
- Help children become the best version of themselves — socially, emotionally and academically.
- Focus on **building, maintaining, and repairing relationships.**

3. Principles

At High Green Primary School, our approach to behaviour is guided by clear principles that reflect our vision and values:

- **Be Respectful** – We listen, use kind words, and care for each other and our environment.
- **Be Responsible** – We are ready to learn, make good choices, and take ownership of our actions.
- **Be Kind** – We include others, show empathy, and support each other.
- **Be Proud** – We take pride in our work, celebrate achievements, and represent our school with positivity.

We teach behaviour through clear expectations, consistent routines, and explicit teaching. Staff model manners, respect, and kindness in all interactions, demonstrating the behaviour we expect from children.

We believe:

“What you don’t repair will be repeated.”

4. How we Promote positive Behaviour

At High Green Primary School, we actively teach and promote positive behaviour through our values. Children learn what it looks like to be respectful, responsible, kind, and proud in all areas of school life. We believe that positive behaviour flourishes in a supportive, calm and nurturing environment.

We promote positive behaviour through:

1. Modelling and Promoting Our Values

- Staff consistently model our values in their daily interactions, using calm voices, respectful language and good manners.
- Praise and feedback are linked directly to the values, e.g. *“That was really kind when you helped your friend”* or *“You showed pride in how carefully you presented your work.”*
- Lessons, circle times, PSHE and assemblies explore what each value means in practice.
- Visual prompts around school remind children of the values and support their understanding.

2. Creating Safe and Supportive Environments

- We prioritise emotionally and physically safe spaces where children feel secure, calm and ready to learn.
- Clear routines and expectations provide structure and predictability.
- Visual aids and prompts help children understand expectations and manage transitions.
- Strong, positive relationships between staff and pupils ensure children feel seen, heard and valued.

3. Supporting Emotional Regulation

- Zones of Regulation and daily Emotional Check-Ins help children share how they feel so that support can be offered early.
- Mindfulness activities develop self-awareness and emotional control.
- Calm spaces, time-out areas and sensory breaks provide opportunities to reset without stigma or punishment.
- Brain breaks and movement opportunities (including sensory circuits) help children manage energy levels and re-focus.
- Running errands can be used positively to give children a valued role and a short, purposeful break.
- Every classroom has a Zones of Regulation display to help children recognise and communicate their feelings.
- Staff use these visuals daily as part of emotional check-ins and PSHE.
- Children are also taught practical strategies to help them return to the “green zone”, such as talking to a trusted adult, asking for help, taking deep breaths, using mindfulness techniques, or taking time in a safe space. This supports pupils to build independence in managing emotions and ensures consistency across the school.

4. Teaching Social and Emotional Skills

- Social, emotional and behavioural skills are taught explicitly through PSHE, circle times and class discussions.
- Restorative approaches are used when difficulties arise, helping children reflect on the impact of their actions and repair relationships.

5. Reinforcing Positive Behaviour

- Praise and positive reinforcement are central to our approach, recognising children's efforts as well as successes.
- Staff use encouragement and consistent feedback to motivate children to live out our values in all aspects of school life.

Wellbeing Ambassadors and other pupil leadership roles (e.g. Sports Leaders, Pupil Parliament, Reading Champions, Music Champions and Climate Ambassadors) play an active role in modelling our values, supporting peers, and promoting a positive school culture. They help ensure all children feel included, listened to and represented.

We believe that when children feel safe, connected and understood, they are more able to manage their behaviour and become the best version of themselves.

5. Positive Recognition.

At High Green Primary, we believe in the **power of praise** to help children feel proud of becoming the best version of themselves. We aim to catch children being brilliant and make them feel valued and celebrated every day.

Praise and positive feedback that is **specific and sincere** promotes autonomy and helps establish positive behaviours for learning. By celebrating pupils' attitudes, effort towards learning, and positive behaviours, we reinforce our expectations consistently.

All recognition and rewards are linked directly to our school values. This ensures that praise is consistent, meaningful, and reinforces the culture we are building.

The following positive strategies are also used consistently by all adults in school:

Intrinsic	Extrinsic
Smile	Dojo's linked to our values
Thumbs up	Tree House points linked to our values
Pat on the back	Reader of the Week trophy
High five	Star of the Day
Shoulder squeeze	Writer of the Week Pencil
"Well done, fantastic effort"	Mathmagician Badge
"I really liked the way you didn't give up"	Presentation Trophy
"Wonderful walking"	Class attendance Trophy

"You are such a valued member of this class"	Reading Miles Raffle ticket
I'm so proud of you"	Reading Certificate
Spending time in another class	Spelling Bee Certificate
Special jobs or responsibilities	TT Rockstars Trophy
"I'm so proud of you"	Pen Licence
	Postcard Home
	Children recognition Display
	Public recognition in assembly

Other ways in which we show positive recognition:

A Positive Postcard Home from Class Teachers and Staff members. The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors.

Recognition Board. A Recognition Board 'Shining Beyond the Classroom' will be used to celebrate the children's, and staff awards and achievements outside of school.

Tree-house points. Tree-house points are given by all staff in recognition of effort and demonstration of our school values in action. Weekly totals are celebrated in assembly. At the end of each term, the overall winning team receives a collective reward, such as an in-school cinema experience.

Friday Celebration Assembly. A Friday assembly will take place weekly to celebrate children's success that week. The following things will be celebrated:

- Children's birthdays
- Class Attendance Trophy
- A surprise member of staff in school nominates a child who has demonstrated being 'the best version of themselves'

Class Dojo points. Dojo's will be based on our school values and when children achieve a certain amount they are able to choose a special prize from the Headteacher.

Receiving these rewards helps children feel proud, valued, and motivated. Children often talk excitedly about their achievements and love sharing their success with friends and family.

We love to celebrate success with our community through **photos and captions on our Facebook page**, allowing parents and carers to join us in celebrating these wonderful moments. We also keep families informed through **ParentMail messages**.

6. Stages of Response

Responding When Behaviour Falls Short

While our emphasis is always on praise and positive reinforcement, we recognise that children sometimes need support to understand how their behaviour affects themselves and others. When

behaviour does not reflect our school values, we respond with curiosity and care rather than judgement. Staff encourage reflection by asking questions such as:

- *“Which of our values was not shown here?”*
- *“How could you put that right next time?”*

Restorative conversations are framed around our values, helping children to repair relationships, learn from mistakes, and reconnect with expectations.

A Fair and Proportionate Response

Our approach to managing behaviour follows clear stages of response, but always with flexibility to meet the individual needs of each child and situation. Each incident is investigated carefully by the staff involved, with the Headteacher included where appropriate, to ensure that the response achieves the best possible outcome for the child and the wider school community.

We believe it is sometimes necessary to apply a consequence. However, any sanction must always be:

- Fair, reasonable and proportionate
- Mindful of the child’s individual needs, particularly those with SEND
- Consistent with the Equality Act 2010, ensuring personal circumstances are considered

Factors that may influence the chosen response include:

- Family circumstances
- SEND needs
- A child’s self-esteem, mental health or well-being
- The actions and involvement of other children

In this way, consequences remain purposeful and supportive, with the focus always on helping the child return to showing our values and being the best version of themselves.

Stage	Examples of Actions/Behaviour	Possible Consequences/Sanctions	Staff Involved
Stage 1	Actions may include: Swinging on chairs Distracting others Shouting out Talking at the wrong time Unkind remarks or bickering Telling lies/tales Not looking after equipment Pushing Other minor silly behaviours	Calm verbal reminder and discussion about expectations. Praise and positive reinforcement for improved choices. Moving to a different seat within class. Short time away from the group or a sensory break. Restorative conversation to reflect and repair. Possible partial loss of playtime to complete work or reflect. If behaviour persists, escalation to Stage 2.	Managed primarily by class teachers and support staff. Persistent Stage 1 behaviour may involve DSL and SLT.
Stage 2	Actions may include: Repeated incidents identified at Stage 1 Fighting Stealing Disrespect towards staff Refusal to cooperate Answering back Bullying behaviour (including online) Inappropriate language (swearing) Deliberate damage to property	Removal from the environment for discussion with senior staff. Restorative conversation. Parents/carers informed via phone or meeting. Natural consequences (loss of privileges, partial withdrawal from activities). Work completed until expectations are met. Support plans or interventions may be introduced. Behaviour recorded on CPOMS. If behaviour persists, escalation to Stage 3.	DSL SLT SENCo involved where relevant.
Stage 3	Actions including: - repeated incidents identified at Stage 2 Serious assault Extreme verbal or physical threats Racist or homophobic remarks Leaving school without permission Sexual violence or harassment Persistent bullying Inappropriate online behaviour Misuse of mobile phones	Immediate referral to Headteacher or SLT. Restorative conversation. Privileges removed as appropriate. Parents invited to school for discussion. Possible interventions include: - Behaviour plan- Support from SENCo or external agencies Time out of class under supervision Suspension Permanent exclusion Other agreed actions with parents/carers. Further work with external agencies or social inclusion services if needed.	Headteacher or Senior Leadership Team. Other staff involved as agreed following parental discussion

We always ask:

“What might this child be trying to communicate?”

7. Sanctions and Consequences

We believe in **natural and logical consequences** that teach rather than punish. Consequences might include:

- Short time away from an activity
- Time in another class for reflection
- Restorative conversations
- Partial loss of playtime

See Appendix 1 – Restorative Conversation Script

“Children may make mistakes, but they remain valued. We never define a child by one moment.”

6a. Supporting Pupils with SEND and Behaviour

At High Green, we recognise that children with SEND may communicate their needs through behaviour. We are committed to meeting our legal duties under the Equality Act 2010 and SEND Code of Practice, making reasonable adjustments to ensure pupils are treated fairly and inclusively.

Responding to Behaviour from Pupils with SEND

Behaviour is seen as communication; staff consider whether difficulties arise from unmet needs.

Triggers are identified and removed where possible. This may include:

- a) short, planned movement breaks
- b) adjusted seating plans
- c) flexibility around uniform for pupils with sensory needs
- d) use of sensory zones or calming corners
- e) access to The Nest (our developing nurture space)

Staff receive training, particularly around supporting pupils with Autism, ADHD and other needs.

Adaptive Sanctions

When considering sanctions for a pupil with SEND, staff must ask:

1. Was the pupil unable to understand the rule or instruction?
2. Was the pupil unable to act differently at the time due to their SEND?
3. Did the pupil act aggressively as a direct result of their SEND need?

If the answer to any is yes, applying a sanction may be discriminatory. Reasonable adjustments must always be made and recorded.

Unidentified Needs

Sometimes challenging behaviour may signal an unidentified SEND need. Staff will monitor patterns and work with parents, the SENCO and external professionals where appropriate.

EHCP Pupils

Where pupils have an Education, Health and Care Plan (EHCP), individualised behaviour planning is co-produced with families and reviewed regularly.

8. Safeguarding and Behaviour

All behaviour concerns are viewed through a safeguarding lens. We remain vigilant for:

- Sudden behaviour changes
- Withdrawn or anxious behaviour
- Disclosures of harm

All staff follow **KCSIE 2025 (add link)** and our Child Protection Policy. Concerns are reported immediately.

9. Use of Reasonable Force

All staff are trained in De-escalation. Key members have received 'Positive Handling' training.

Physical intervention is used only to:

- Keep a child safe from harming themselves
- Protect others
- Prevent serious damage to property

If used, we:

- Keep it minimal and proportionate
- Record the incident
- Inform parents on the same day

10. Suspensions and Exclusions

Terminology

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

10.1 Before suspension or exclusion is considered for any child, the school will endeavour to offer a full range of support, advice and guidance appropriate to the child's/family's needs. The school will also work closely with external services to ensure the appropriate level of support for the child and/or family.

10.2 Each stage, interventions, meetings and impact monitoring will be recorded in detail to support the school's decision to suspend and/or exclude.

10.3 The length of each fixed term suspension will be carefully considered and deemed appropriate for the individual pupil and the incident.

10.4 Exclusion Procedures will only be considered after all other attempts have been exhausted and is deemed to be in the best interest of the child and/or the other children in school.

- 10.5 At this stage all documentation will be based on the LA guidelines and requirements.
- 10.6 If a child is to be suspended or excluded the headteacher will inform the pupil, parents and governors. Parents will be contacted by phone or send the child home with a letter detailing the exclusion. An additional copy of the letter will be sent to the home address. The Chair of Governors will be informed of the suspension/exclusion by a phone call and a follow up letter. The LA Primary Inclusion Team will be informed of the suspension/exclusion by the appropriate form and copies of all relevant letters.
- 10.7 Once a fixed period of suspension has been completed, the parents, pupil and headteacher will meet on the child's return. A behaviour agreement will be agreed and actioned by school. This may be in the form of a personalised risk assessment and/or a positive behaviour plan. Other support may be discussed and offered at this stage appropriate to the needs of the child.
- 10.8 If the pupil is at risk of permanent exclusion, a referral may be made to the **Primary Inclusion Panel** for further support and advice.
- 10.9 Only in very extreme cases will a child be permanently excluded. At this stage the school, governors and parents will be required to follow specific LA procedures. A copy of these procedures can be found in the Exclusion Policy.

Suspension or Exclusion (from the classroom or the school) may be considered if:

- 10.10 If at any stage, a child displays threatening, aggressive and/or violent behaviour towards another child and/or a member of staff, suspension or exclusion may be considered.
- 10.11 If at any stage a child shows **INTENT** to harm another person, this may also result in a suspension or exclusion. If a pupil with specific SEND shows aggressive or disruptive behaviour, **INTENT** has to be considered against a pupil in **CRISIS**. If all other options have been exhausted and the behaviour continues, suspension and/or exclusion may still be considered appropriate for that child.
- 10.12 **Types of circumstances that may warrant a suspension or permanent exclusion**
- Physical assault against a pupil
 - Physical assault against a member of staff
 - Verbal or threatening behaviour against a pupil
 - Verbal abuse or threatening behaviour towards an adult
 - Use, or threat of use, of an offensive weapon: with **intent** to harm
 - Bullying: on-going child-on-child abuse
 - Racist abuse, with clear intent to discriminate
 - Abuse against sexual orientation or gender reassignment
 - Abuse relating to disability
 - Repeated disruption to other children learning
 - Behaviour which impacts on other children's mental health and well-being
 - Leaving school premises unaccompanied by an adult, resulting in safeguarding concerns. *(In this instance the Recovery of a Missing Child will be initiated.)*
 - Repeatedly leaving the classroom without permission or without adult supervision, causing safeguarding risk and disruption to learning for self and others.
- 10.13 Suspension from the classroom and/or school has to be considered with the safety of the individual and the safety of others by keeping the child in school in mind. For example, if a child has threatened a member of staff or another child, it may be appropriate to

exclude the child from the school premises. If this is the case, careful consideration has to be given prior to the child returning and appropriate measures put into place to safeguard everyone.

The decision to exclude a pupil permanently should only be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy; and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.**

10.14 At this stage, procedures will be in line with the DfE **Exclusion Guidance**.

<https://www.gov.uk/government/publications/school-exclusion>

The law does not allow for extending a suspension or ‘converting’ a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

11. Our Promise to Children

We promise:

“To see the world through your eyes, to believe in you even when you’re struggling, and to help you repair and start fresh every day. At High Green, we are a small school with a big heart — and we will help you to be respectful, responsible, kind and proud, so that you can become the best version of yourself.”

12. Linked Policies and Statutory Guidance

- Safeguarding & Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Exclusions Policy
- Online Safety Policy

Statutory Guidance & Legislation

- Behaviour in Schools (DfE, 2024)
- Keeping Children Safe in Education (KCSIE, 2025)
- Equality Act 2010
- Suspension and Permanent Exclusion guidance for maintained schools (DfE, Aug 2024)
- Use of Reasonable Force (DfE)
- Supporting Pupils with Medical Conditions (DfE, 2017)
- Searching, Screening and Confiscation (DfE, July 2022)
- Positive Handling Policy (Sept 2023)
- SEND Code of Practice
- EYFS Statutory Framework (2025)

Appendix 1

Restorative Conversation Script

Done discreetly with a pupil

- “I noticed you have chosen to... (turn around during teacher talk, get out of your chair without permission, refuse to begin the task)”
- “That was the agreed rule about...that you have broken.”
- “You have chosen to ... (answer back, refuse to work)”
- “Do you remember when you were brilliant...last week or last lesson?” or “Look at the rest of the class-perfect silence all working hard)”
- “That is the (child’s name) I want to see today!”
- “Thank you for listening.”
- Then WALK AWAY and don’t look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive