



The Greenhouse Hyflex Academy

Behaviour Policy

2025-2026

1. Introduction & Purpose

At The Greenhouse Hyflex Academy, we are committed to creating a safe, supportive, and inclusive learning environment where every student can thrive. We believe that positive behaviour underpins effective learning, emotional wellbeing, and mutual respect. This policy sets out our expectations, the values we stand for, and how we will support students to meet those expectations — while also ensuring fair and consistent responses when expectations are not met.

Our aims:

- To embed a culture of respect, safety and readiness to learn.
- To foster responsibility, empathy, resilience and emotional maturity in our students.
- To support academic, social, emotional, mental health and — where relevant — SEND needs of all students.
- To remove barriers to learning and promote equal opportunity for all.
- To build strong partnerships with parents/carers and the wider community.

2. Ethos & Core Values

Our behaviour expectations reflect the values we believe every member of our community should uphold. These values guide decisions, relationships, and conduct.

At The Greenhouse Hyflex Academy, our core values are:

- **Respect** – for self, others, property, and the learning environment.
- **Responsibility** – take ownership for your actions, learning, and well-being.
- **Resilience** – persevere when facing challenges, showing determination and effort.
- **Safety** – ensure your own safety and that of others, physically and emotionally.

From these values flow three simple core rules for all students:

Ready · Respectful · Safe

- **Ready** — arrive on time, properly equipped, prepared to learn, and with a positive attitude.
- **Respectful** — treat everyone with kindness and fairness; listen and value others' views; take care of Greenhouse property.
- **Safe** — make choices that protect the physical and emotional wellbeing of yourself and others.

3. Roles & Responsibilities

Senior Leadership Team:

- Ensure the policy meets statutory and safeguarding requirements.
- Provide resources, support and oversight for behaviour initiatives.
- Monitor the implementation and impact of the policy, revising as needed.

Staff:

- Model professionalism, calmness, consistency and high expectations at all times.
- Know students by name, need and story — taking a relational, empathetic approach where needed.
- Apply a trauma-informed approach e.g. PACE
- Deliver well-planned, inclusive, engaging lessons that meet the needs of all learners.
- Give first attention to positive behaviour — praising and reinforcing what we want to see.
- Apply sanctions and consequences fairly, consistently and with accountability — focusing on repair and learning rather than only punishment.

See Appendix C: What is the PACE Approach

Students:

- Follow the core rules: be Ready, Respectful and Safe.
- Take responsibility for their behaviour, learning, and contribution to The Greenhouse community.
- Engage positively in lessons, show respect to peers and staff, care for the educational environment, and seek help when needed.

See Appendix A: Student Code of Conduct

Parents / Carers:

We believe that a strong partnership between home and school is essential. We ask parents/carers to:

- Ensure their young person attends school regularly, on time, correctly dressed, and properly equipped.

- Familiarise themselves with this policy and support The Greenhouse expectations and values at home.
- Communicate any concerns or issues that may impact their young person's behaviour or wellbeing.
- Attend meetings, reviews, and Greenhouse events as required.
- Work collaboratively with The Greenhouse to support consistency of expectations and strategies across home and education.

See Appendix B: How to Support Your Young Person at The Greenhouse.

4. Behaviour Expectations & Rules

To support our core values, the Greenhouse Hyflex Academy expects all students to uphold the “Ready · Respectful · Safe” rules, both in and out of lessons, throughout the day and when representing The Greenhouse.

Examples of what this means:

- Arriving at The Greenhouse and to lessons on time.
- Wearing suitable clothing for the education activity they are attending and presenting themselves appropriately.
- Treating others with courtesy, kindness, and fairness; listening when others speak; respecting differences and diversity.
- Behaving in a way that ensures the safety and wellbeing of everyone: no bullying, no harassment, no violence or threats, no disruptive or dangerous behaviour.
- Respecting the educational environment: keeping it clean, tidy, and free from damage, graffiti or vandalism.
- Following The Greenhouse rules regarding use of mobile phones, electronic devices, prohibited items (e.g. no vaping / smoking), and other belongings.

5. Behaviour for Learning & Positive Culture

We view behaviour not simply as compliance, but as a learning process — a vital life skill. Therefore, we will:

- Proactively teach appropriate behaviour, social and emotional skills, self-regulation, conflict resolution, and respect for others.
- Use restorative practices when incidents occur: encourage reflection, accountability, repairing harm and rebuilding trust — rather than resorting solely to punishment or exclusion.

- Provide support systems for students who struggle: e.g. mentoring, pastoral support, targeted interventions, emotional regulation strategies; working closely with parents/carers and external agencies where needed.
- Recognise and celebrate positive behaviour, achievement, effort, improvements — to reinforce good conduct and strengthen community values.

6. Rewards & Recognition

To encourage and motivate students, positive behaviour will be acknowledged in meaningful ways. Possible rewards may include:

- Verbal praise, positive feedback, acknowledgement in class.
- Letters or phone calls home to parents/carers celebrating good behaviour or improvement.
- Privileges or responsibilities — e.g. leadership roles, school events, representation, mentoring roles.
- Certificates, awards or end-of-term recognition.

7. Sanctions & Consequences

When behaviour falls below expectations, or rules are broken, consequences will be applied fairly, consistently and proportionately, taking into account the student's age, needs, and circumstances (including any SEND or safeguarding concerns).

When discussing behaviour incidents with young people, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults create space for honest reflections. All young people should be given the opportunity share their viewpoint.

It is important not to say, "Why did you do that?" We encourage adults to work through the following questions based on 'The Restorative Five':

1. What happened?
2. What were you thinking at the time and what have you thought since
3. How did this make people feel?
4. Who has been affected?
5. What do you need to do now so that the harm can be repaired?

Communication with parents/carers should be regular and consistent. They should be made aware of behaviour concerns and incidents at every step.

Possible sanctions/consequences:

- Informal Verbal warning / reminder of expectations.
- Formal verbal warning that is recorded.
- Written reflection or restorative task, e.g. writing an account of behaviour, apology, restorative conversation.
- Loss of privileges (e.g. removal of responsibilities, restricted access to non-essential privileges).
- Placement “on report” for monitoring behaviour over a period.
- Internal removal from class / supervised isolation or reflection time.
- Engagement with support: mentoring, counselling, behaviour plan, parental meeting, additional support or interventions.
- In serious or persistent cases, suspension or exclusion — in line with statutory guidance.

Sanctions will aim to restore safety, relationships, and the right to learn — not purely punish. Where relevant, restorative meetings will be used to repair harm, rebuild trust, and support reintegration. It must be clear why the sanction is being applied;

- It must be made clear what changes in behaviour are required to avoid future sanctions;
- Group sanctions should be avoided as it breeds resentment;
- There should be a clear distinction between minor and major offences; it should be the behaviour rather than the person that is punished

8. Behaviour Outside The Greenhouse & Community Conduct

The policy applies not only during school hours, but also outside The Greenhouse building — including travel to/from education, Greenhouse events, trips, and any situations where students represent The Greenhouse Hyflex Academy. Misconduct outside of The Greenhouse may lead to sanctions if it impacts our community, safety, reputation, or student wellbeing.

9. Use of Reasonable Force, Searching & Confiscation

- Staff may use reasonable force — only when necessary and proportionate — to protect pupils or others from harm, or to prevent damage or disruption.
- The academy reserves the right to search, screen or confiscate prohibited items (e.g. cigarettes, vapes, weapons, illegal items, prohibited electronics) in line with safeguarding and statutory guidance.

10. Supporting Inclusion, SEND & Emotional Wellbeing

We recognise that some students may have additional needs — social, emotional, mental health, SEND, or other vulnerabilities. The policy will be applied with flexibility and awareness:

- Staff will be trained in trauma-informed, relational and restorative approaches.
- Individual behaviour plans will be developed where appropriate, in partnership with parents/carers and outside agencies.
- Behaviour will be seen as an opportunity for learning and growth; support, mentoring, targeted interventions, and adjustments will be used as needed.

12. Monitoring, Review & Continuous Improvement

- The Headteacher will regularly monitor behaviour data, incidents, exclusions, and the effectiveness of support and intervention systems.
- Feedback will be sought from staff, students and parents/carers regarding the culture and impact of this policy.
- The policy will be reviewed at least annually (or more often if needed) to adapt to changing needs, legislation, or education context.
- Staff will receive ongoing training, guidance and support to implement the policy consistently and effectively.

Appendix A: Student Code of Conduct

Student Code of Conduct

Our behaviour expectations reflect the values we believe every member of our community should uphold. These values guide decisions, relationships, and conduct.

At The Greenhouse Hyflex Academy, our core values are:

- **Respect** – for self, others, property, and the learning environment.
- **Responsibility** – take ownership for your actions, learning, and well-being.
- **Resilience** – persevere when facing challenges, showing determination and effort.
- **Safety** – ensure your own safety and that of others, physically and emotionally.

From these values flow three simple core rules:

- **Ready** — arrive on time, properly equipped, prepared to learn, and with a positive attitude.
- **Respectful** — treat everyone with kindness and fairness; listen and value others' views; take care of Greenhouse property.
- **Safe** — make choices that protect the physical and emotional wellbeing of yourself and others.

Examples of what this means:

- Arriving at The Greenhouse and to lessons on time.
- Wearing suitable clothing for the education activity they are attending and presenting themselves appropriately.
- Treating others with courtesy, kindness, and fairness; listening when others speak; respecting differences and diversity.
- Behaving in a way that ensures the safety and wellbeing of everyone: no bullying, no harassment, no violence or threats, no disruptive or dangerous behaviour.
- Respecting the educational environment: keeping it clean, tidy, and free from damage, graffiti or vandalism.
- Following The Greenhouse rules regarding use of mobile phones, electronic devices, prohibited items (e.g. no vaping / smoking), and other belongings.

Why do we have a positive behaviour code?

This code of behaviour is there to make sure everyone who takes part in The Greenhouse's activities knows what is expected of them and feels safe, respected and valued.

The Greenhouse must make sure that everyone taking part in our activities has seen, understood and agreed to follow the code of behaviour, and that they understand what will happen if there is inappropriate behaviour.

We expect people who take part in our services to display appropriate behaviour at all times. This includes behaviour that takes place outside our organisation and behaviour that takes place online.

This code of behaviour aims to:

- identify acceptable and unacceptable behaviour.
- encourage cooperation, honesty, fairness and respect.
- create an environment where your self-esteem, self-respect and self-confidence will grow.
- encourage you to recognise and respect the rights of others.
- encourage you to take responsibility for your own behaviour.
- help resolve conflicts and make it clear what will happen if you decide not to follow the code.

What happens if I do not follow the code of behaviour?

This code of behaviour is part of our process of making sure everyone who takes part in our activities and learning gets the support they need.

Minor or first-time incident

If you behave in a way that doesn't follow our behaviour code, our staff or volunteers will remind you about it and ask you to change your behaviour.

This gives you the chance to think and to plan how you could behave differently, with support from staff and/or volunteers.

Formal warning

If you continue not to follow the code of behaviour after your first reminder, or if your behaviour is more serious, you will be given a formal warning by the person running your activity. They will make a record of what happened and inform your parents or carers if it is appropriate. They will also talk with you about what happened and agree what support you need to improve your behaviour in the future.

We might also decide that further steps should be taken, such as restricting you from taking part in some activities.

Final warning

If the support we have put in place isn't helping you to change your behaviour, we might need to give you a final warning. Again, this will be recorded, and we'll inform your parents or carers as appropriate.

At this point, we might need to talk with you and your parents or carers about other services that might be more able to give you the support you need.

Child protection procedures

If any member of staff or volunteer becomes concerned that your behaviour suggests you might be in need of protection or that you might present a risk of harm to other young people, they will follow our child protection procedures. This might involve making a referral to the local authority.

If child protection procedures are necessary, we will talk this through with you and your parents/carers as soon as possible, unless doing so puts you in danger or interferes with a police investigation.

The role of parents and carers

We see parents and carers as important in encouraging positive behaviour and will involve them as appropriate.

We will always inform and involve your parents or carers if you receive a formal warning about your behaviour, unless doing so puts you in danger.

I acknowledge that I have read the Student Code of Conduct and agree to abide by the rules and values of The Greenhouse Hyflex Academy.

Student Name:

Signature:

Date:

Appendix B: How to Support Your Young Person at The Greenhouse

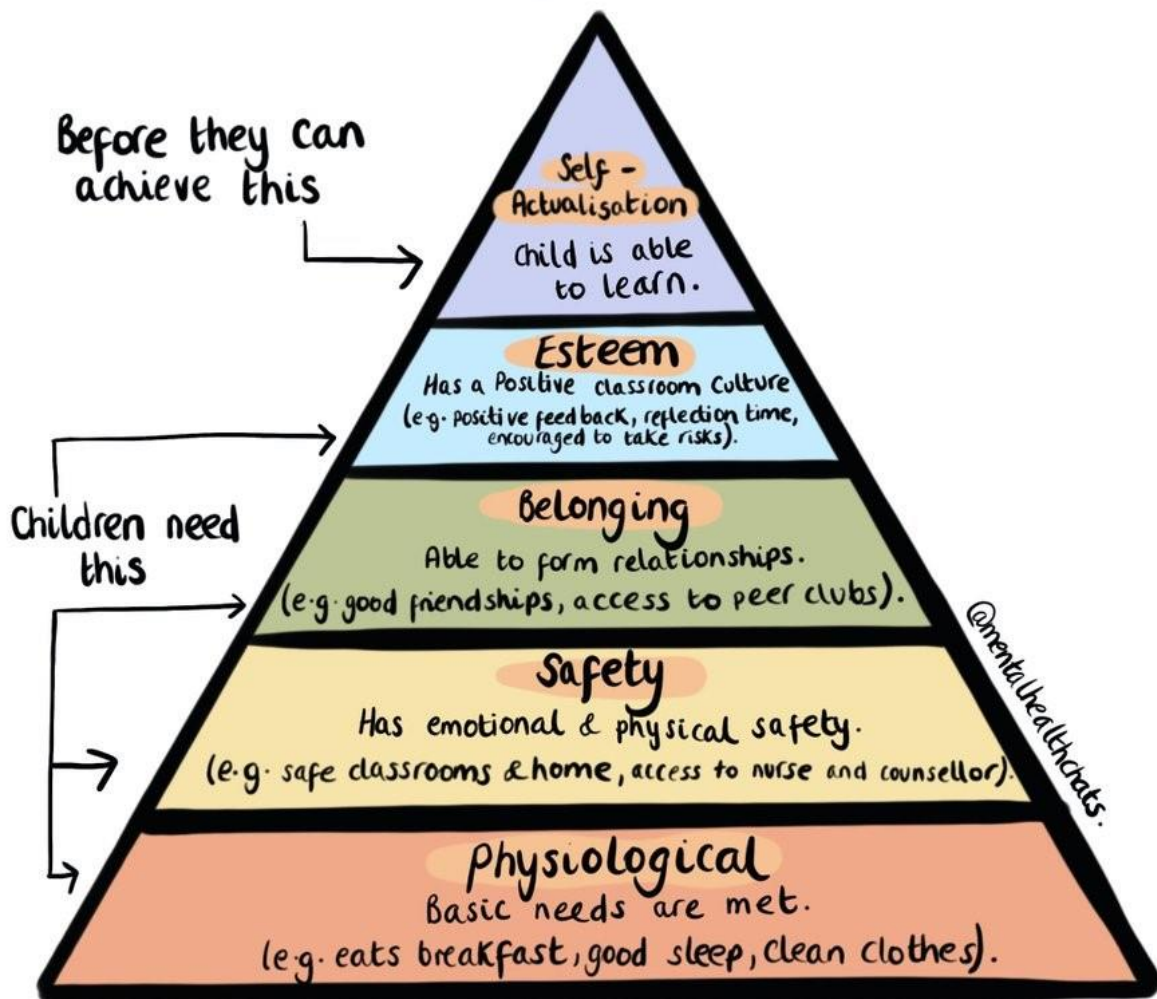
How to Support Your Young Person at The Greenhouse

Classroom Behaviour	When a student is in a classroom, please be aware of the sanctions and warning: Warning 1 - Verbal - Teacher Warning 2 - Verbal - Teacher Warning 3 - Moved Away - Care staff
Handovers	All care staff or guardians should notify education staff if any incidents have occurred that the provision needs to be made aware of. Any information that has not been communicated that could put the education, wellbeing, and/or safety of the students and staff in jeopardy, will be seen as negligent.
Smoking	Smoking and/or vaping are strictly prohibited on the premises to all staff, visitors, and students. Staff and visitors must not smoke or vape in the presence of or around any young person. The building entrance must always remain clear. There are designated areas for staff and visitors, though The Greenhouse has a zero-tolerance for underage* smoking/vaping whilst in education. <i>*Underage is younger than 18.</i>
Designated Breaks	Designated break times will be when a student has allocated time outside of the classroom. This will be decided by the education staff. The care staff will be responsible for the student for their designated break times, whether inside or outside of the school.
Dysregulation	If a student becomes dysregulated and leaves the building, care staff must always remain with that young person. The Greenhouse staff cannot be held responsible for student safety outside the building. Before a heightened or dysregulated student re-enters the building, care staff MUST consult with a Greenhouse staff member. Students must be sufficiently regulated before returning to ensure the safety of all staff and students.
Restricted Areas	Outside of the classroom, care staff must remain vigilant of where their allocated student is at all times. Students are never permitted in the kitchen under any circumstances. The kitchen must always remain locked. All care staff have their own risk assessments and are aware of any risk within the education setting unique to each young person.

Appendix C: What is the PACE Approach

What is the PACE Approach

Maslow's Hierachy of School Needs



Playfulness

Definition:

Playfulness is used as a way of connecting by creating a fun, light and playful atmosphere when communicating with the young person. It's about infusing interactions with fun, creativity, and spontaneity and fostering a sense of joy in young people and situations.

Playfulness can be helpful in diffusing tense situations and as a means to avoid triggering defensiveness and shame.



A key aspect of being 'playful' in nature is using a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone.

Being playful isn't about being funny all the time! It's about helping young people be more open to and experience the positives in their lives.

It's important to recognise that playfulness may not be appropriate at the time of risky behaviours, but when applied to low-level behaviours, playfulness can help keep it all in perspective.

Application:

- Incorporate games, art, and playful activities into daily routines.
- Use humour to build rapport and reduce anxiety.
- Make a game of getting organised; practice socialising using a fun role-play or give a young person a fun job during transition times.

Example of a Playful Response:

If a young person says: *"I hate you; you don't care about me, you never have... and your breath stinks!"*

A playful response could be: *"Gosh! ...you had better help me find a TicTac then!"*

Acceptance

Definition:

Acceptance means validating a young person's feelings without judgment – accepting that whatever the young person (or you) are feeling right now is your truth and that is ok.

You are accepting their thoughts, feelings and perceptions without judgement. We may not agree with their interpretation, but we are not trying to change this when being accepting, even if this is tempting.

The main aim of using acceptance is to show young people that it's ok to feel the way they do and communicate to them that you accept what is underneath the behaviour. Acceptance does not mean you have to accept the behaviour.

A key point to take away is that acceptance is most clearly conveyed through non-verbal communication.

Application:

- Embrace each student's unique experiences and emotions.
- Avoid criticism or punitive reactions.
- Cultivate a non-judgmental attitude.

Example of an Accepting Response:

If a young person says: *"I know you hate me"*.

It is tempting to respond with *"that's not true"* or *"don't say that"* but this may leave the young person feeling that you don't understand what it's like for them.

An accepting response could be: *"I'm sorry you think I hate you, that must feel awful, no wonder you're angry with me"* or *"I didn't realise that you feel like that, I'm sorry it feels that way to you"*.

Curiosity

Definition:

Curiosity involves demonstrating genuine interest in understanding a young person's experiences – it is an attitude of not knowing but a desire to understand.

A key element of curiosity within the PACE approach is wondering out loud, rather than interpreting or assuming why. We can make guesses, but we are happy to reject them too!

Young people often know that their behaviour is inappropriate. However, they often do not know why they did it or are reluctant to tell adults why.

Therefore, being curious is not about fact-finding, it is about helping the child to be curious about themselves and make sense of their experiences. A key part of this is that curiosity is non-threatening.

Application:

- Ask open-ended questions to explore their perspectives.
- Try to understand behaviour through curiosity rather than assumptions.
- Show genuine interest in their strengths and challenges.

Example of a Curious Response:

If a young person acts in a certain way instead of responding with: *"why did you do that?"*

A curious response could be: *"It seems like you were having a really tough time when you did that, I wonder what's going on... shall we figure it out together"*

Empathy

Definition:

Empathy is about showing compassion and understanding towards a young person's emotions – essentially, it's about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling.

The ability to feel with someone is essential in helping them to feel understood. A key point here is that being empathetic, is not offering reassurance, or fixing the feelings, but being with them in the moment.

Show the young person that whatever emotion they experience, we are sharing it, and we will stay with them providing comfort. We won't abandon them when they need us the most.

Application:

- Practice active listening.
- Acknowledge their feelings without trying to fix everything.
- Model empathy in everyday interactions.

Example of an Empathetic Response:

If a young person says: *"I hate you; you don't care about me, you never have... just leave me alone!"*

An empathetic response could be: *"I can see that you are really angry at me. I am so sorry you feel that way. Feeling like I don't care about you is a big and horrible feeling to have. I'd like to be here for you."*

Benefits of Implementing PACE in Schools

Improved Emotional and Behavioural Outcomes:

1. Students are supported with their emotional regulation and behaviour.
2. Trust-based relationships positively impact learning.

Enhanced Relationships:

1. Educators build stronger connections with students.
2. Trust fosters a sense of safety and belonging.

Safe and Supportive Environment:

1. PACE creates a safe space for vulnerability.
2. Students feel more understood and valued.



This policy has been checked & reviewed by Jonathon Simpson (Business Director).

Jonathon Simpson

Review Date: December 2025

Next Review Date: December 2026