

# **Girton Glebe Primary School**

## **Positive Behaviour Policy**

<b>Approved by</b> Headteacher	March 2023
<b>Review cycle</b>	Annually (next review September 2024)

**Girton Glebe Primary School**  
**Charging and remissions policy**

Document Control..... 2

**1.1 Document Control**

<b>New Version Number</b>	<b>Key changes from previous version</b>	<b>Date of ratification</b>
2	Reflects the use of ClassDojo for Dojo Points and the prizes given for receiving a certain number of house points.	March 2022
3	Edited to avoid “good/ bad behaviour” phrasing	March 2023
3	4.1 Celebration assembly certificates definition and approach redefined to be less focus on the extrinsic motivation	March 2023

## **1 Policy Statement**

At Girton Glebe School, we aim to encourage self-discipline in all children and to cultivate their developing respect for the needs and rights of others within the context of a safe working environment for children and staff. Girton Glebe Primary School provides an opportunity for children to learn about their own behaviour and its impact on others. As such, it should provide a model of desirable behaviours and support children to modify undesirable behaviour choices.

We aim to provide a caring learning environment with a well-planned curriculum which will interest the children and stimulate in them a desire to become successful and self-disciplined students.

### **1.2 Rationale**

Positive behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education.

## **2 Aims**

- To provide a well-ordered environment
- To help children develop resilience, self-confidence and self-discipline, and understand what constitutes desirable behaviour
- To create a common understanding of the limits of acceptable/unacceptable behaviour
- To encourage reflectiveness and responsibility regarding behaviour that impacts on others and their learning opportunities
- To promote our Core Values of respect, responsibility, excellence, compassion and perseverance.

## **3 Key Principles**

There is an expectation that all members of the school community will behave appropriately and that problems will be dealt with consistently and fairly bearing in mind the individual needs of the child, including identified SEND needs of the child. We take a restorative approach, which is a blame-free approach to help us understand the circumstances and the reasoning behind poor behaviour choices so that underlying issues can be addressed. Conversations held with children about behaviour will be appropriate to the age and stage of the individual child's development.

All staff at Girton Glebe Primary School need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and need to have an understanding of what behaviour might be communicating.

All staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies.

- Following the lead of the Headteacher, there is a collective staff responsibility for being positive role models and encouraging responsible behaviour from all children at all times.
- We are committed to pastoral care and staff will work in partnership with parents to promote the children's self-esteem and respect for themselves and others.
- We provide quality first teaching across the school so that opportunities for poor behaviour are minimised.
- Positive behaviour will be recognised and rewarded.
- Children are aware of what is expected of them and involved in developing class and school rules to implement this policy.
- Strategies for promoting desirable behaviour and for dealing with unacceptable behaviour must be consistent throughout the school.
- Unacceptable behaviour should always be followed up.
- Parental involvement is an essential part of maintaining high standards of behaviour.

Parents are expected to:

- act as positive role models
- support the school's approach and participate in any behaviour support programmes

<b>Behaviours we encourage:</b>	<b>Unacceptable behaviour includes:</b>
<p>Demonstrating the Girton Glebe core values</p> <p>Resilience</p> <p>Positive learning attitudes</p> <p>Empathy for others</p> <p>Collaborative learning</p> <p>Honesty</p> <p>Respect for other people, their views and their work.</p> <p>An appreciation of the views of others</p> <p>A positive attitude to life and learning</p> <p>Perseverance and determination</p> <p>Care for their property and that of others.</p>	<p>Violence and aggression</p> <p>Hurting feelings.</p> <p>Threatening behaviour including bullying.</p> <p>Dishonesty.</p> <p>Deliberate disobedience.</p> <p>Discrimination.</p> <p>Disrespectful behaviour</p> <p>Using unacceptable language.</p> <p>Deliberately damaging property.</p> <p>Disrupting teaching and learning.</p> <p>Sharing hurtful or offensive messages either in person or online.</p>

#### 4. Our Agreed Approach to Promoting Positive Behaviour – Underlying Principles

- **Expectations:** all staff should expect the highest standards of behaviour, challenging children with a rule reminder when children fall below this expectation. Clear articulation of what staff expect to see, rather than what they do not expect to see, is more likely to illicit positive behaviour choices. Reminding children of what the wrong choice is more likely to promote further poor choices.
- **Separate Behaviour from the Child:** all staff must use clear and careful language when dealing with behaviour and ensure that they keep the behaviour and the child separate. It is imperative that we reward/sanction the behaviour and not the child.
- **Develop Positive Relationships:** effective behaviour management relationships are based on trust - trust that a member of staff will treat children fairly and listen to both sides of an issue. A positive relationship means that much behaviour management can be communicated effectively either non-verbally or with discreet reminders.
- **Take-up Time and Calm-down Time:** all staff should give appropriate take-up time, *expecting* children to modify their behaviour, but not *nagging* them to do so. In extreme situations, children may need up to an hour of cool down time before a discussion can take place.
- **Restorative Conversations/ Meetings:** when a wrong choice has been made, or poor behaviour displayed, a restorative conversation or meeting should always take place. The therapeutic approach to behaviour encourages children to reflect on their choices and help inform future, more appropriate, choices when considering behaviour.
- **Preserve Dignity:** as much as possible, discussion about behaviour should take place discreetly, after the lesson or activity. Humiliation of children in front of the whole class is never acceptable. Staff should ensure that, when discussing pupil behaviour, it cannot be overheard. Children's names should not be displayed publicly for negative reasons.
- **Visual Timetables:** all staff should have a visual timetable on display in their classroom. This enables children to understand what to expect during the school day and is particularly supportive of children with special educational needs.
- **Fresh Start:** all staff should ensure that a new day, and each new lesson, brings a fresh start.

In order for our policy to succeed we need to:

- be consistent
- spend time every day building positive working relationships
- provide consistent, clear and positive encouragement for desirable behaviours

- be clear in our expectations of behaviour including teaching and explaining what positive behaviour choices look like
- make each day a 'fresh start'
- take account of the individual needs of children
- with the children, discuss and agree school/classroom rules
- involve parents
- exchange information on a need to know basis to enable consistent approaches for individual children requiring additional support with behaviour

### 3.1 Expectations of Acceptable Behaviour

All teachers develop with their classes clear expectations of how to behave in the classroom.

This includes explicitly teaching and reminding the children about:

- **How we communicate:** whether it is appropriate to have hands up without calling out, active listening, no put downs, positive language, reasonable working noise.
- **The way we treat one another:** respectful and polite language, putting things back and personal space considerations.
- **Movement:** in, out and around the room and toilets etc.
- **Safety in the classroom.**
- **Use of learning time:** reasonable working noise, use of work space and work time, how to get teachers' assistance in a busy classroom.
- **Care of our classroom environment:** the responsibility to keep the class clean, tidy and looked after.
- **The way we settle classroom problems:** follow through out of class time, restorative conversation, time-outs.

## 4 Key Strategies

### 4.1 Celebrating Positive Behaviour

The school's six Core Values (respect, responsibility, empathy, aspiration, curiosity and perseverance) and positive learning attitudes are the basis of our philosophy for celebrating positive behaviour. We encourage these values through the following means:

#### 4.1.1 Dojos

At Girton Glebe, we use ClassDojo to promote positive behaviour. All children have an 'avatar' on Class Dojo. When pupils are observed displaying positive attitudes or demonstrating our Core Values they are given a dojo point by that member of staff. The dojo point specifies what the children received the point for e.g. teamwork, showing compassion etc. This offers instant praise for making positive behaviour choices. The children can see how their dojos accumulate over the half-term. Once a week as a class, each child's dojo points are converted into House Points. 3 dojos are one House Point. House Points are then given out and collected in jars in the classroom. When the total of Dojo points is not a multiple of 3, the total of Dojos will be rounded up to the next house point equivalent.

### **4.1.2 House Points**

The whole school is allocated to one of four houses. Dojos gained for respect, responsibility, compassion, excellence and perseverance are converted into House Points (3 dojos = 1 House Point). Class teachers keep a record of House Points so that it remains a motivational system for every child and rewards are given to children who earn 10, 25, 50, 75 and 100 House Points. House Points are celebrated in each whole-school Celebration Assembly and the winning house is revealed at the end of each half-term. The winning house gets 5 extra minutes of breaktime on the last day of the half-term.

The rewards are:

10 House Points = a sticker saying 'I have shown the Girton Glebe Core Values'

25 House Points = a pencil

50 House Points = a rubber

75 House Points = wear non-school uniform for a day

100 House Points = Have hot chocolate with the Headteacher

House Points will be reset at the beginning of each academic year, or when a child receives 100 House Points.

### **4.1.3 Celebration Assemblies**

Every child will receive at least two Celebration Assembly certificates during each full academic year they are at Girton Glebe. The certificates are linked to Girton Glebe Core Values and the child will select which value they wish to celebrate. The certificate will include comments from both the child and the class teacher. Parents are invited to these assemblies to share pupils' successes. It is the responsibility of the class teacher to ensure children receive at least two certificates across a full academic year.

## **4.2 Dealing with Poor Behaviour**

### **4.2.1 Positive Reminders and Warning**

- If a child is not displaying the positive behaviour we would expect, we first use a positive rule reminder, i.e. praising a child or children who are demonstrating the correct choices.
- If this is insufficient, the child will be given a specific verbal reminder and a warning.
- If a second warning is awarded within the same session, then a restorative conversation will take place in the next available opportunity away from the learning environment, this will likely mean this will happen during the child's social time.
- Restorative conversations will use this time to reflect on their behaviour choices and how to make better decisions in the future; there is no set time allocated to these conversations and should be proportionate to the behaviour being reflective upon.

- All incidents that result in a restorative action should be logged on MyConcern, with details such as:
  - what happened
  - who was involved (victim/ perpetrator/ witnesses)
  - Where the behaviour occurred
  - How was it resolved.

The outcomes of the incident are classified on My Concern as: *Restorative Conversation, Restorative Meeting, Learning Outside the Classroom, Loss of Free Time, Exclusion.*

- If the incident occurs during social times, incidents should be reported at the earliest opportunity to the class teacher. The incident is still recorded by the staff member who initially dealt with the incident.
- Professional judgement will be applied to ensure that children have the opportunity to reflect and repair.
- Each learning session marks a fresh start within this process.

#### **4.2.2 Restorative Conversation**

- The five key questions for a restorative conversation are:
  1. What happened before and during the event?
  2. What were you thinking / feeling at the time?
  3. How have you and others been affected?
  4. What do you need?
  5. What do you need to do to put it right?

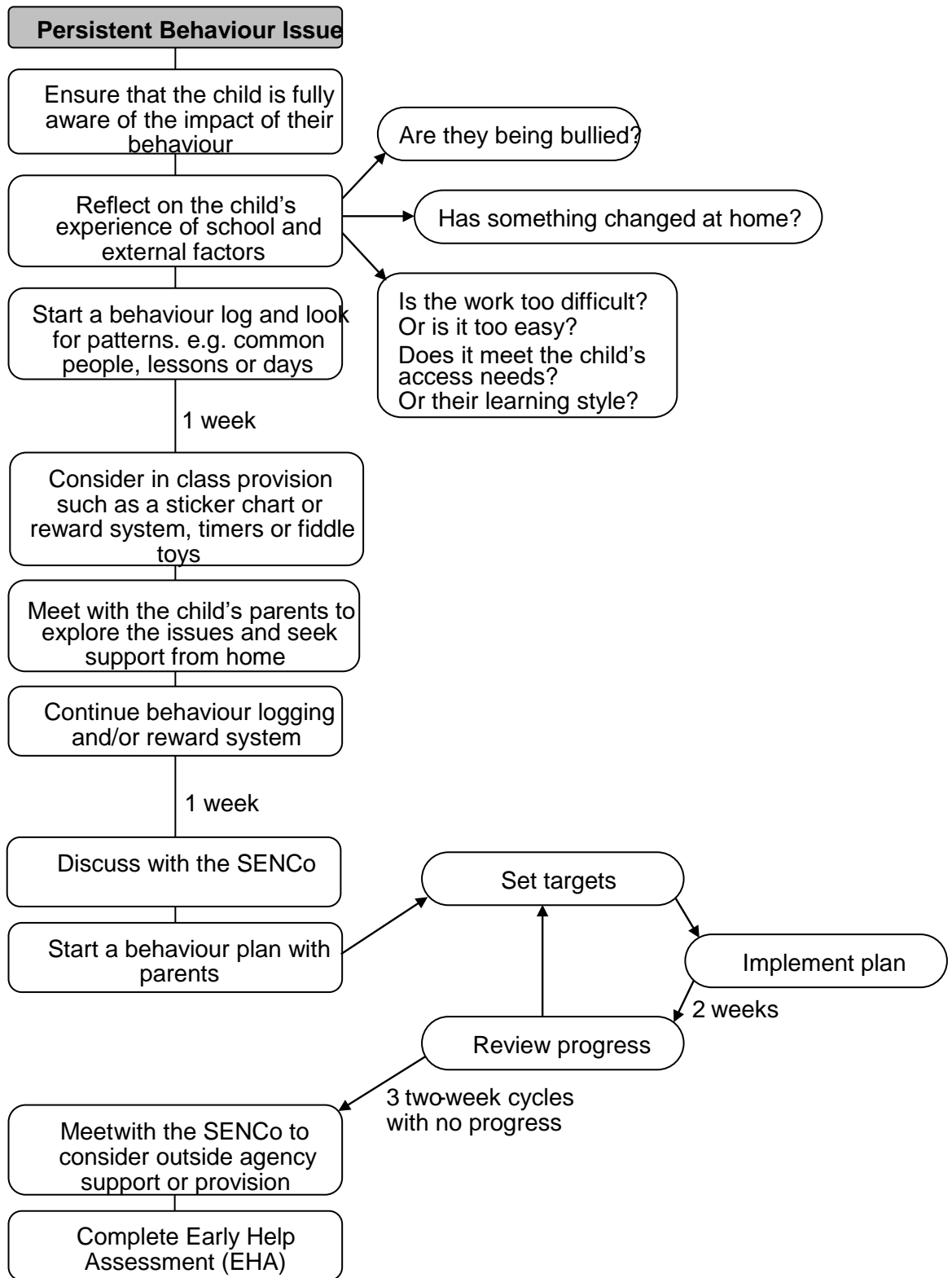
This is a blame free approach to help us understand the circumstances and the reasoning behind poor behaviour choices so that underlying issues can be addressed and involves the child taking responsibility for their actions in the process of putting right what has happened.

#### **4.3 Dealing with Persistent Poor Behaviour**

- The majority of pupils respond well to strategies that celebrate desirable behaviour and modify poor behaviour as a result of quality first teaching. The school will ensure that, when poor behaviour does occur, efforts are made to minimise the impact of this behaviour on the other children, ensuring that an environment conducive to learning is maintained. 'Calm down' space may be used for pupils who need a quiet environment in which to de-escalate.
- A De-escalation Script will be followed by all staff when supporting pupils who are displaying more challenging behaviour in order to help them calm down. The script is as follows:
  - [Learner's name]
  - I can see something has happened...
  - I am here to help...
  - Talk and I will listen...
  - Come with me and...

There may be occasions when poor behaviour persists, behaviour is more serious or a child has additional needs which require an individualised behaviour plan. In the case of persistent poor behaviour the processes we then follow are outlined in in the 'Persistent Behaviour Flow Chart'.





Behaviour incidents will be logged on MyConcern and fully completed after each incident which results in restorative action. These logs detail what happened, the outcome of the restorative conversation and if time was spent with a member of SLT during lunch or if the child was sent to a paired classroom. The Senior Leadership Team will review these.

These logs on MyConcern will be used to record persistent poor behaviour of individuals in order to identify patterns and spot triggers.

These forms will also be used by the Senior Leadership Team to identify trends in behaviour across the school and may be used as a basis for discussion with parents when there is an identified pattern in poor behaviour.

#### **4.4 Strategies for dealing with unacceptable behaviour**

A number of strategies for dealing with occasional, unacceptable behaviour are given below. These would ordinarily follow the implementation of the Positive Reminders and Warning System, or be in response to a specific incident.

- Talk to child/children on their own at the beginning of their playtime or lunchtime.
- Working on their own in the classroom, just outside the classroom or in another classroom.
- Loss of privileges.
- Loss of playtime, delayed playtime or walking around with teacher on duty.
- Communicating with parents.
- Classroom behaviour contracts.
- Writing a letter of apology or other restitution.
- Child sent to see member of Senior Leadership Team.

Other strategies are available where behaviour issues are persistent or extreme.

- Home/school book.
- Regular meetings with parents
- Negotiate contract of acceptable behaviour with children and parents.
- Involvement of outside agencies – specialist teacher team, family support worker, local authority attendance officers, early help assessment team.
- Internal exclusion

The school will only use external exclusion in exceptional circumstances – those where staff or children are at immediate risk of harm even if internal restrictions are in place, or where an incident has been so extreme that the school needs time to plan for the protection of others. Girton Glebe Primary will use the DfE Statutory guidance on *School Suspensions and Permanent Exclusions*.