

# Girton Glebe Primary School Positive Behaviour Policy

<b>Approved by</b> Headteacher	September 2025
<b>Review cycle</b>	Annually

**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
4	4.1.2 review of house points rewards	September 2024
4	Clarification on use of DfE Statutory guidance on <i>School Suspensions and Permanent Exclusions</i> .	September 2024
5	Format changes to ensure succinct read	September 2025
5	Reviewed after Cambridgeshire Therapeutic Thinking training	September 2025

## 1. Policy Overview

Girton Glebe Primary School promotes **self-discipline, respect for others**, and a **restorative, non-punitive approach** to behaviour. The policy aligns with the school's **Core Values** and fosters a safe and supportive environment for learning.

## 2. Core Values

The behaviour policy is centred on six Core Values:

- **Respect**
- **Responsibility**
- **Empathy**
- **Aspiration**
- **Curiosity**
- **Perseverance**

These are consistently reinforced through positive rewards and modelling.

## 3. Positive Behaviour Strategies

### Valued Behaviours

- Core Value demonstration
- Empathy and teamwork
- Positive learning attitudes
- Respectful communication
- Responsibility for self and property

### Detrimental Behaviours

- Violence or aggression
- Disruption of learning
- Dishonesty and disrespect
- Use of offensive language
- Online/in-person bullying or discrimination

## 4. Behaviour Support Approach

- **Restorative, not punitive** – separates behaviour from the child.
- **Proactive over reactive** – focus on de-escalation and prevention.
- **Consistency and clarity** in staff expectations and student understanding.
- Emphasis on **empathy and relational trust**.
- Use of **Restorative Conversations** for reflection and accountability.

## 5. Recognition & Rewards for Valued Behaviours

### Dojo Points → House Points System

- Dojo Points awarded for showing Core Values.
- Converted weekly: **3 Dojos = 1 House Point** (rounded up).
- **Rewards tiers:**
  - 10 HP = Core Values sticker
  - 25 HP = Pencil
  - 50 HP = Rubber
  - 75 HP = Non-uniform day
  - 100 HP = Refreshments with Headteacher

### Celebration Assemblies

- At least **two certificates per year** per child.
- Linked to Core Values with student and teacher input.
- Parents invited to attend.

## 6. Responding to Detrimental Behaviour

### Early Stage

- **Positive reminders and verbal warnings.**
- If repeated, a **restorative conversation** is held (usually during social time).
- All incidents logged on **MyConcern**.

### Restorative Conversations Use Five Key Questions:

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?

### Fresh Starts

Each new session is considered a fresh opportunity.

## 6. Persistent Detrimental Behaviour

- Managed via consistent documentation on **MyConcern**.
- **De-escalation script** used to help calm children.
- Escalation may involve SLT, behaviour contracts, parental meetings, or external agencies.

- **Internal exclusions** may be used; **external exclusions only in exceptional cases** (following DfE guidance).

## 7. Key Staff Practices

- Preserve **children's dignity** - no public shaming.
- Utilise **Ordinary Available Provision (OAP)** effectively and consistently, including **visual timetables** and **now and next** cues.
- Maintain a **calm, consistent approach**.
- Actively **build positive relationships** and involve **parents**.

## 8. In Summary

Girton Glebe's policy prioritises:

- **Positive reinforcement**
- **Clear, fair expectations**
- **Restorative justice**
- **Supportive intervention**

It supports both academic achievement and emotional development, ensuring all children are respected, safe, and given opportunities to learn from their behaviour.