

Girton Glebe Primary School Positive Behaviour Policy

Approved by Headteacher	September 2026
Review cycle	Annually

1.1 Document Control

New Version Number	Key changes from previous version	Date of ratification
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
6	Added “safeguarding separation” (section 7)	September 2026

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 6 Core Values:

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

These are consistently reinforced through positive rewards and modelling.

3. Positive Behaviour Strategies

3.1 Valued Behaviours

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

3.2 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

5.1 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 the Headteacher

5.2 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

6.1 Early Stage and Restorative Action

- Positive reminders and verbal warnings.
- If repeated, a restorative conversation is held (usually during social time).
- All incidents where restorative action has been required are logged on **MyConcern**.
- Each new session is considered a fresh opportunity.

6.2 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?

7. Persistent Detrimental Behaviour

- Managed via consistent documentation on **MyConcern**.
- De-escalation strategies, OAP and SEND support identified to help regulate children.
- Escalation may involve SLT, behaviour contracts, parental meetings, external agencies or other intervention strategies.

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

8. Safeguarding Separation

- A pupil may be temporarily prevented from attending school for safeguarding reasons.
- This may be necessary following an allegation of harm that requires pupils to be separated.
- This is a safeguarding measure, not a disciplinary exclusion.
- The school will work with the pupil and their family to arrange appropriate education during their absence from the site.

9. Key Staff Practices

- Preserve children's dignity avoiding 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.

10. Summary

Girton Glebe Primary School prioritises:

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

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