



Positive Behaviour Policy

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The Globe Primary Academy's Positive Behaviour Policy

1. AIMS

At The Globe Primary Academy we want to create and promote a safe, calm environment where everyone feels secure and respected. We want a working environment that encourages pupils and staff to give their best both inside and outside of the academy.

This policy for positive behaviour provides a framework in order to support our pupils and staff to establish and maintain good relationships in an atmosphere of encouragement; praise and rewards linked to our academy Golden Rules. Our aim is to foster an inclusive school community where children can learn and develop as confident citizens in a multicultural context. We recognise that, within a climate of inclusion, there will also be children who need a personalised approach to their specific behavioural needs.

This policy describes the structures and strategies within the academy which, if observed consistently at all times, will enable us to manage the children's behaviour and support the ethos of the academy. All staff working with children will be involved in contributing to this policy and its review alongside the children themselves through the school council and other means.

Golden Rules

The school council worked with the children in their classes to agree the 5 Golden Rules that will be displayed in all classrooms besides the behaviour chart and referred to throughout the school day to help support children in managing their behaviour.

We are kind and helpful
 We are honest
 We listen to one another
 We are respectful and polite
 We look after our school

2. RIGHTS AND RESPONSIBILITIES

Pupils

| Rights | Responsibilities inside and outside of school: |
|--|---|
| <ul style="list-style-type: none"> • Expect to feel safe • To be able to learn to the best of their ability • To be treated with consideration and respect • To be listened to by adults in the school • To know what is expected • To be praised and treated fairly • To gain self-esteem and confidence • To experience progress and achievement • To share their learning with their family • To sort out difficulties seeking appropriate adult help if needed • To accept that making mistakes and reflecting upon the experience is key | <ul style="list-style-type: none"> • To try their best every lesson, every day • To care for and take pride in the environment of their school • To support and encourage each other • To treat others with respect and consideration • To follow school rules • To be a positive ambassador for their school • To take responsibility for their own actions |

Staff and Governors

| Rights | Responsibilities inside and outside of school: |
|---|---|
| <ul style="list-style-type: none"> • To feel safe • To be treated with respect by pupils • To work in a supportive and understanding environment | <ul style="list-style-type: none"> • To create a safe environment • To celebrate and praise children’s achievements • To provide learning opportunities which will engage all children • To take a preventative approach to behaviour management and plan in responsibilities for all children • To have high aspirations for all children • To treat pupils with consistency and respect at all times • To foster good relationships, leading by example • To involve parents and carers when children are consistently finding it difficult to meet expectations for behaviour • To work as a team, supporting and encouraging each other. |

Parents and Carers

| Rights | Responsibilities |
|--|---|
| <ul style="list-style-type: none"> • To know their children are safe • To be sure their children are treated fairly and with respect • To be able to raise concerns with staff and be informed with regards to their child’s progress | <ul style="list-style-type: none"> • Every day – bring their child to the academy on time and ready to try their best • Promote good behaviour, politeness, courtesy and consideration for others • Discuss their concerns with the academy and not on the playground or on social media • Inform the school of any concerns that may affect the behaviour of their child • Celebrate and praise their child’s achievements • Respond to and support the academy when contacted about their child’s behaviour • Support their child by following the academy’s policies for homework and behaviour |

3. CLASSROOM MANAGEMENT

Classroom management is key to promoting good behaviour and is the responsibility of all adults in the classroom, led by the Class Teacher. At The Globe we expect all classrooms to have:

- A positive classroom atmosphere?
- Golden Rules and behaviour chart clearly displayed next to the Interactive White Board
- Clear classroom rules displayed which have been agreed and signed up to by the teacher, support staff and the class.
- Clear expectations about teaching and learning which is set at an appropriate level for the child
- A visual timetable so children know what is planned for the day (with pictures).
- A well-planned environment so that children can move easily, can find resources etc.
- A time out area for children to ‘cool down’.
- Strategic seating arrangements for children when working on the carpet or at a table.
- Class lists and details of pupils written as ‘Pupil Passports’ (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained – this is to be found in yellow classroom file.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before constructively criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument where it will escalate the child's behaviours. A small number of children with Individual Behaviour Plans will have strategies that are tailor-made for their needs that may not follow the steps of the school behaviour chart. All staff working with these children need to follow the planned strategies consistently.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact. Shouting at children is not acceptable unless that child is at imminent risk of harming themselves or others.

New day – new start!

It is important to all of us that every day is a new day, a new chance to do well. All children's names are returned to green at the end of day so that children know that they have another opportunity to make good choices, the following day. It is the responsibility of the Class Teacher to ensure that this happens each day.

Managing Behaviour in and out of class

Wherever possible the class teacher will deal with problems as they arise. If a child is proving to be difficult all staff should be notified either at informal discussions or formally at a staff meeting. All adults need to be aware of the problem so they can be supportive and consistent. All adults in the school have a responsibility to reprimand a child who is misbehaving, preferably by their first name. We must be polite at all times.

The emphasis in the classroom and around the school is on praising the positive. Teachers say what they like about what the child is doing, as opposed to saying what they dislike. Proximity praise (praising a child for good behaviour and ignoring the child next to him who is misbehaving) is regularly used as a means of giving clear examples of acceptable behaviour to children who need regular reminders.

We encourage an environment of tolerance and respect and strive to promote a good work ethic. This includes travelling around school, behaviour in assembly and getting on with work in lessons.

3. REWARD SYSTEMS

The school has systems in place for individual and class rewards. Rewards are used to create a positive climate for learning as well as encouraging children to develop a positive attitude to learning and build confidence and self-esteem.

Golden Time

Each week classes will be given an opportunity to enjoy Golden Time that takes place every Friday afternoon. All classes commence the week with 10 minutes. The class can then earn up to an additional 10 minutes in 1 minute increments for either achieving a challenge as a class e.g. tidy the classroom quickly as a team following an activity, or as an individual on behalf of the class. Golden Time will NEVER be taken away from the class, not following the Golden Rules leads to other sanctions – see below. Class teachers may choose how to visually display Golden Time accrued i.e. with a paperchain, jar of marbles/pasta etc. This will be agreed with and shared with the class so it is clear to all. Generally the same rewards systems will exist in each class within a year group

Rewards for individual good work – all year groups

Work is shown to the Headteacher and pupils receive a Headteacher's award sticker

Work can also be chosen by teachers to be shown in Good Work Assembly.

House Points

House points can be earned by all pupils and help to show that an individual effort can also support a collective House effort. We believe House Teams provide a valuable opportunity to develop a sense of belonging to a group within our school and we hope our children will enjoy earning House Points.

Children will collect House Points for good work, manners, helping others, working hard on homework or for anything else that staff feel needs rewarding. These will be added up and will contribute to the House Team's overall total.

1 House Point can be awarded for good written work; good effort; good discussion work, good organization, manners, correct uniform, care for the environment

2 House Points can be awarded for excellent written work, excellent effort, excellent behaviour/organization, excellent improvement in work or behaviour, excellent manners, being selected for celebration assembly to show work

3 House Points can be awarded for outstanding sustained effort, representing the year group or school well (events, teams and competitions)

Winning teams

Each half term, the house points are counted and the winning House will be announced and the House Captains will have the honour of putting their House's colour ribbon on the House Cup. The team with the overall highest score is also allowed to come to school in their team's colour.

Star of the week

Each week, teachers will nominate a child in their class who is 'Star of the Week' and complete a certificate. The class teacher will present the child with a 'Star of the Week' certificate in Stars/Values assembly each week. Star of the Week' should be awarded for children who uphold school values/Golden Rules as well as good work. This is at the discretion of class teachers. Throughout the year all children should be given the opportunity to be Star of the Week. The child takes the Star of the Week Certificate home.

Marvellous Me

Marvellous Me (a positive reinforcement and rewards app) is used to award children for good work, behaviour and other reasons in school. This award can be given by class teachers, support staff (via the class teacher) and members of the senior leadership team. Parents and carers must register via a unique code to be able to receive Marvellous Me for their child. Further information is available from the School Office.

5. DEALING WITH INAPPROPRIATE BEHAVIOUR (SEE ALSO VISUAL BEHAVIOUR CHART APPENDIX A)

Low Level Disruption

A child will be given a verbal warning for low-level disruptive behaviour – this may include:

- Talking in class
- Making silly noises
- Not listening
- Inappropriately calling out
- Disrupting the learning of others
- Refusing to work
- Not lining up appropriately
- Arguing with peers/adults
- Behaving unkindly to another child
- Swinging on chairs
- Mis-using equipment
- Leaving a mess / not tidying up

If a child continues to not follow the Golden Rules and displays behaviours above, they will be asked to go to the classroom time-out area to calm. They will be set a target to redeem their behaviour and return to 'green'. A child who continues with this behaviour after time-out will be sent to the Year Leader's class. Teachers are to complete a slip explaining why the child has been sent and for how long. Any child in the Year Leaders class should be given further time-out in their class. All inappropriate behaviour incidents will be logged in Classroom Behaviour Log as well as Arbor.

What is considered to be a 'fast tracking' misdemeanour?

Fast tracking for serious misconduct – please contact a member of SLT to discuss

If you feel a child has been deliberately vindictive or aggressive towards another child, either overtly or covertly, you will need to use your professional judgement to decide whether this constitutes fast tracking.

The following behaviours could be examples of this:

- Violence towards another child/staff
- Verbal abuse towards staff / pupils
- Racist language directed towards another child / adult
- Deliberately homophobic language directed at another child / adult
- Deliberate theft of another child / adult's belongings
- Vandalism
- Deliberately leaving the classroom, going to another area of the school and not returning

The school system of logging this on blue forms and sharing immediately with SLT must be followed. The severity of the incident will determine consequences from internal exclusion to possible fixed term exclusion. Senior Leaders will use a schedule of misdemeanours, approved by governors, in order to ensure consistency of approach. The schedule, will take account of previous misdemeanours where this relates to the same pupil or similar behaviours by a pupil towards others. Any sanction that cannot be carried out that day will be carried forward to the next school day.

6. PLAYTIME BEHAVIOUR

When going out to play, the teacher on duty must ensure that they are ready and on the playground before the children. Adults on duty should 'play' with the children, encouraging games etc. whilst also scanning the playground for appropriate conduct.

Our playtime rules are:

1. No physical contact (including play fighting)
2. Always use appropriate language – no swearing
3. Always be kind to others – no threatening or bullying
4. Always respect school equipment and property
5. Be polite and respectful to adults and children

Lunchtime supervisors are seen as a very important part of the team. They are encouraged to 'play' with the children, leading group games. Please be vigilant in the playground and scan the whole area for potential problems. Children are not allowed to run in and out of the toilets. Children found doing this should be issued with a yellow card.

Playground rewards

Green Card – WELL DONE!

Each Midday Meals Supervisor and adult on duty at playtime and lunchtime will have a green card – these will be awarded **EVERY** playtime and **EVERY** lunchtime to children who follow the rules. If a **GREEN** card is issued:

Golden Time: Children can choose Golden Time activity

Golden Tea: Children will have their name added to a class list – before each half term break, a name from each class will be drawn to be the VIP who has a pizza party with Mrs Gould and Mr Leigh

Golden Trip: The children whose name is on the star at the end of each day will have their name added to a class list – at the end of every term, a name from each class will be drawn and the child picked will attend a special school trip.

Playground Sanctions

Yellow Card - WARNING

The warning will include a brief discussion with the pupil about the behaviours we do not wish to see. A pink form will be completed and discussed with teacher.

Red Card – LEAVE PLAYGROUND IMMEDIATELY.

Staff who have issued a red card to a pupil should take the pupil to the Senior Leader on call or the Senior Leader on call can be called to the playground to assist in getting the pupil off the playground if necessary.

A completed pink form will be completed. Incidents will be recorded on Arbor

7. BEHAVIOUR AT EXTENDED SERVICES PROVISION

Extended services provision is defined as Breakfast Club, After School Activities Club or an After School Club (e.g. Glee, Dance, Brighton and Hove Albion or School run Football, Rugby etc.). Children's behaviour at these clubs is expected to follow the Golden Rules and expectations at all times. Children attending these clubs are expected to follow the instructions and guidance of those adults running the club at all times for their own safety.

Pupils who are regularly disruptive will be given three chances and if their behaviour still does not improve, they may be asked to leave the club for a period of time. A conversation will take place between the club leader and the parent at the end of the club, or shortly afterwards by telephone if children walk home/attend after school club if the club leader has concerns and has issued a warning. A log should be kept of the warning given and the circumstances.

Where the school (or one of its external club leaders) has serious concerns about a child's behaviour at one or more of these sessions a conversation will be held with the parent or carer to address this. The school reserves the right to refuse bookings/registrations for clubs where the behaviour of a pupil gives rise to serious health and safety concerns for staff and other pupils.

8. SUPPORTING VULNERABLE CHILDREN

Many children find making the right behaviour choices easy. Other children respond well to the school behaviour chart and can quickly get back on track with their behaviour choices. However, there are a small number of children who will need a far greater amount of support in managing their own behaviour. Some children have other emotional vulnerabilities that may mean they act defensively; lack resilience or empathy.

Some children have special educational needs or disabilities (such as autism; ADHD; attachment disorder) and specific, individual behaviour plans/additional support need to be planned to ensure these children are supported to reach the same positive behaviour goals. This does not mean that we create differing expectations of behaviour for different children – rather that we use bespoke strategies and support to enable children to meet same high expectations as everyone else.

Where a child's individual behaviour needs cannot be adequately met through whole school systems, the school will provide additional support. Some children with statements of educational need are provided with individual needs assistants. For most children requiring additional support, we provide a range of support possibilities:

Learning Mentors

Mentors work with children from Early Years Foundation Stage to Year 6 once parents and carers have approved consent. They help children improve their outcomes – blocks to learning and/or behaviour. Mentors offer unconditional regard to the child and work closely with a child's teacher and parents/carers to ensure positive outcomes.

Parental Involvement / Early Help Plan and external support

We believe the involvement of parents / carers is vital in both celebrating positive behaviours and helping to change negative behaviours. Phone calls, letters, certificates, newsletters and consultations or meetings inform parents / carers about positive behaviours.

We aim to involve parents / carers early when a child's behaviour causes us concern and we aim to work *with* parents / carers to solve the problem. We may ask parents/carers if they would like to open an Early Help Plan. An Early Help Plan is where a team of family and professionals is brought together by the Inclusion Manager to create an action plan that will help the family move forward. In cases of children who present extreme / serious behavioural problems, the Inclusion Manager will discuss the referrals that are appropriate.

9. RACIST INCIDENTS

All racist incidents are treated in a serious manner and the school's procedures for dealing with them are set out in the Anti-Bullying and Single Equality Duty Policies

10. BULLYING

Bullying will not be tolerated under any circumstances. The procedures set out in the school's Anti-Bullying Policy are to be followed at all times.

Peer on peer abuse

We define Peer on peer abuse as laid out in Keeping Children Safe in Education, September 2020. If peer on peer abuse is highlighted through behaviour logs, then the safeguarding reporting process must be used and the school's Designated Safeguarding Leads (DSLs) informed so that further action can be taken as necessary.

11. THE USE OF 'REASONABLE FORCE'

There are times when staff may need to use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving.

At The Globe Primary Academy, we take our definition and application of 'reasonable force' from the Department for Education's publication *Use of reasonable force, Advice for Headteachers, staff and governing bodies, July 2013*. An extract of this document (pages 4 & 5) is included in Appendix B for reference.

The Globe Primary Academy, acknowledges that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when using 'reasonable force' and will always endeavour to do so.

12. POSITIVE HANDLING

Sometimes it is necessary to physically restrain pupils if they become a health and safety risk to themselves or others.

All incidents involving the restraining of pupils will be recorded in a book with numbered pages that is kept in the Head of School's office and regularly monitored by the Chair of Governors.

There are a number of colleagues who have undertaken recent positive handling training by 'Team Teach' which focuses on de-escalation and, when absolutely necessary, physical restraint of pupils; Team Teach is recommended by the Local Authority (Local Authority). These colleagues are:

- Luisa Gould
- Iain Henderson
- Laura Watkins
- Alicia Hyland
- Jo Elvidge
- Mandy Fitzpatrick
- Yvonne Kidd

Please call upon a trained member of staff in a situation where a child may need physical restraint – do not physically intervene unless you have received training.

It is the duty of all staff to keep pupils safe and this may, on occasion, require removing pupils from class away from an aggressive pupil. If a pupil reaches the stage where he/she is finding it a challenge to control his/her anger, two members of the above named staff will be sent for. The de-escalation processes will be followed, however, if this is unsuccessful, the pupil will be restrained, removed from class into the Quiet Room / Dinosaur room, where they will stay until they have calmed and are ready to return to class. In the case of actual physical assault against another child or adult, incidents of this nature may result in internal or fixed term exclusion.

13. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Head teachers have a specific statutory authority to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.
- or for misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or

-
- poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In response to non-criminal bad behaviour, the Executive Headteacher, Head of School or other Senior Leaders (in consultation with Governors if necessary) will review each case on an individual basis in order to inform actions to be taken. The actions are likely to include one or more part or whole day internal exclusion/s but will depend on the circumstances in question. Senior Leaders will use a schedule to determine the appropriate sanction for the misdemeanour so as to ensure consistency. The schedule, which has been approved by governors, takes into account the level of misdemeanour, age of the pupil and incidences that have taken place.

14. MALICIOUS ALLEGATIONS AGAINST SCHOOL STAFF

The school takes its responsibilities for safeguarding and child protection very seriously and will aim to deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of a teacher or other member of staff will not be used as an automatic response when an allegation has been reported. However, any allegation found to be maliciously made will be treated as a serious offence and disciplinary sanctions will be applied in line with policy.

The Executive Headteacher or Head of School (and if necessary the Governing Body) will deal with such matters. In dealing with such matters they will take guidance from the Department for Education's publication '*Dealing with Allegations of Abuse against Teachers and Other Staff: Statutory guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools. October 2012*'

15. EXCLUSION

Please see the separate policy to be found on the school website entitled 'Exclusion Policy' for all information regarding fixed term and permanent exclusion for school.

16. RECORD KEEPING

The class teacher records minor classroom incidents in classroom behaviour logs. These must be shared with Year Leaders and your SLT link regularly in order to inform them of any difficulties within the year group cohort and to support one another across the year groups.

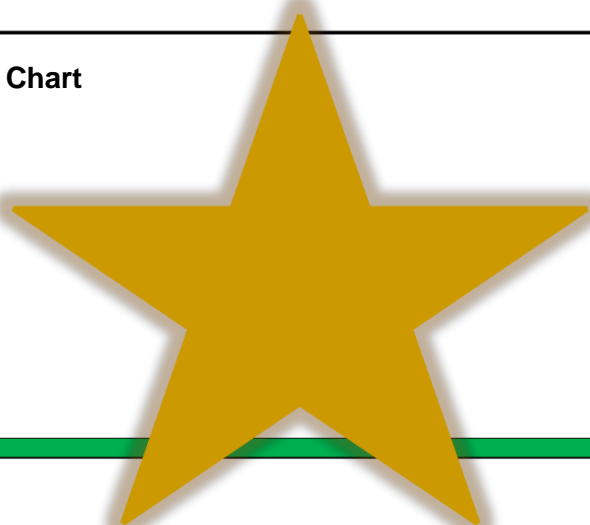
All incidents are recorded on Arbor via the office, having been completed in line with school protocols. The Executive Headteacher/Head of School keeps a record of any pupil who is excluded for a fixed period, or who is permanently excluded.

17. MONITORING AND REVIEW

The Executive Headteacher/Head of School monitors the effectiveness of this policy and will report to the Governing Body on a regular basis. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

In order for this policy to truly reflect the needs of the children at The Globe, this policy will be regularly reviewed and amended as decided by school policies overview.

Appendix A – Behaviour Chart



Children who go above and beyond the expectations of the golden rules with

Exemplary behaviour will have their names on the star and a postcard will be sent home. Names will be put into the draw for the Golden trip

All children start here everyday with their names in the green area

Low level Disruptive Behaviour (see below) Verbal warning given – name moves to this section as visual reminder. Explanation of why child has been given a verbal warning made very clear with reference to Golden Rules.

Child given up to 5 minutes time out in class time out space. Explanation of why child has been given a verbal warning made very clear with reference to Golden Rules.

Child sent to Year Leader class with slip explaining why. Work to be sent with child who remains until end of session. Explanation of why child has been given a verbal warning made very clear with reference to Golden Rules. Parent informed verbally / by phone by class teacher

Child sent to Senior Leader for internal exclusion in SLT room. Teachers must provide work for the child to complete while in Internal Exclusion. Information to be logged on Arbor. Parents informed verbally / by phone with follow-up letter

Appendix B

DEPARTMENT FOR EDUCATION - definition of reasonable force

Taken from Department for Education's publication *Use of reasonable force, Advice for Headteachers, staff and governing bodies, July 2013.*

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in away that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.