

# Positive Behaviour Policy

## 2024 – 2026

Audience:	Parents REAch2 Staff Local Governing Body
Ratified by LGB:	September 2024
Other related policies:	Online Safety Child Protection & Safeguarding
Policy owner:	The Globe Primary Academy
Review:	Summer 2026

## **Ethos**

The Globe Academy promotes a high standard of behaviour to ensure we have an atmosphere where everyone feels safe and exceptional learning can take place. This policy strives to develop a moral framework within which responsibility, self-management and positive relationships can flourish.

## **Culture**

Culture is the beliefs, values, and social behaviours of a particular group of people. The culture at The Globe is that:

- Being **ready** to learn is important, individually, and as a group.
- We are **respectful** to others in the local and wider community.
- Everyone in the school should be kept **safe**.
- Responsibility and self-management are the most effective ways that everyone can be **Ready, Respectful and Safe**.

Expecting all members of the Globe community to follow the shared culture does not mean that other cultures and beliefs are incorrect or are not valid. However, all pupils at The Globe are taught that there are a specific set of values and beliefs which everyone must demonstrate through their behaviour whilst members of the Globe community.

As members of the Globe community, we aim for children to understand that feeling part of something that is bigger than themselves can be a major source of well-being, help boost self-esteem and support their positive mental health.

## **RIGHTS AND RESPONSIBILITIES**

### **Pupils**

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

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### **Staff and Governors**

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

## Parents and Carers

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

### Behaviour Strategies

Staff are proactive and reactive in the classroom environment. The most effective behaviour management uses a combination of both strategies.

Proactive means that children know how they are expected to behave; they understand the behaviours expected of them, how to do them, and why they are important. Staff pre-empt unexpected behaviours and use strategies to avoid escalation. Reactive means responding to children's behaviour when it happens, so they understand how to correct it.

Each class will have posters displayed in their classroom, so children are aware of the steps in our behaviour policy. Behaviour incidents should be addressed on an individual level avoiding public addressment where possible. For some children they may need a consequence poster on their table as a smaller reminder, this will be decided by the teacher on an individual basis.

### Behaviour Curriculum

Expected behaviours at school can be challenging to adopt and understand. Children need to learn social situations in a way that can be easily understood. Information presented in a literal, visual and concrete way will support our pupils to understand, cope and respond to rules, routines and the Globe school culture. The Globe has developed a behaviour curriculum which is taught in discrete sessions throughout the year to support all pupils' understanding of expectations. Each half-term, all year groups follow a behaviour curriculum which explicitly teaches the routines, values and behaviours expected at The Globe. The behaviour curriculum is based on the Globe skills and attitudes.

When implementing the behaviour curriculum, teachers follow this structure based on Rosenshine's principles (2012):

- 1) Review any previous learning.
- 2) When teaching a new behaviour expectation, explain, in small steps, how children are expected to behave.
- 3) Check for children's understanding.
- 4) Provide models of expected behaviours and routines.
- 5) Practice the expected behaviour repeatedly.
- 6) Check for understanding and correct errors.
- 7) Obtain a high success rate before moving onto another behaviour.
- 8) Provide scaffolds for children who find behaviour challenging to learn.
- 9) Ensure children understand it is an expectation that they perform the behaviour even when you do not ask them to, or an adult is not present.
- 10) Review the behaviours regularly to demonstrate their knowledge.

	Focus	Frequency
<b>Autumn 1</b>	Explicit teaching of the key behaviours expected at The Globe	Every day for 15 minutes for weeks 1 -3 and two 15 minute sessions weekly there after.
<b>Autumn 2</b>	Respect	One 20-minute session per week
<b>Spring 1</b>	Resilience	
<b>Spring 2</b>	Honesty	
<b>Summer 1</b>	Enthusiasm	
<b>Summer 2</b>	Curiosity	

### Rules

Our rules apply to everyone in every situation whether in class, on the playground, during trips and visits or walking to and from school. All staff should be positive, fair and consistent. All adults should aim to prevent unexpected behaviours from occurring through a mixture of shared culture, embedded routines, direct teaching and positive relationships.

Pupils flourish when they are **Ready, Respectful** and **Safe**.

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>• Wear correct school uniform</li> <li>• Tidy up your own workspace and the classroom</li> <li>• Zones of Regulation used to manage emotions</li> <li>• Accept responsibility if you make a mistake and apologise</li> <li>• Use cooperative learning structures</li> </ul>	<ul style="list-style-type: none"> <li>• Say please and thank you</li> <li>• Hold doors open for people</li> <li>• Talk kindly to others</li> <li>• Say good morning/ afternoon to adults</li> <li>• Respect everyone's right to learn</li> <li>• Look after school property</li> <li>• Use a calm and polite tone of voice to adults</li> <li>• Value and celebrate differences</li> <li>• Follow adult instruction</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sit sensibly in the classroom or learning space</li> <li>• Walk through corridors</li> <li>• Play games safely in the playground</li> <li>• Use calm and respectful tones when we communicate</li> <li>• Remain in class unless given permission by an adult</li> <li>• Follow teacher instruction</li> </ul>

### **Routines**

At The Globe, routines are aspirational, embody our values, create a sense of mutual respect, and apply to all children. The Globe's behaviour curriculum outlines the routines expected for all pupils to follow. When teaching these routines, all staff must:

- Identify the routines expected.
- Communicate expectations in detail.
- Practice the routines until everyone can do them.
- Reinforce and maintain these routines constantly.

Through the behaviour curriculum, children will be taught the importance of mastering the Globe routines:

- Awesome Appearance
- Silent Signaller
- Legendary Lines
- Wonderful Walking
- Magnificent Manners

### **Playground**

As part of the behaviour curriculum, children are taught the expected behaviours at play and lunchtimes. If a child is showing unsafe behaviour (e.g. playfighting), they can be brought for reflection time with an adult for a five-minute reset. This is recorded on cpm's. The Senior Leadership team will regularly review this and decide on appropriate intervention and support where needed.

To mark the end of break play, a whistle will be blown. At the first whistle all children must stop what they are doing and stand still. Once everyone is ready the whistle will be blown again, and the children will then begin to line up.

### **Parental Involvement**

A positive partnership with parents and carers is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Therefore, parents and carers are kept well informed about their child's behaviour in school. Positive behaviour can be shared through Class Dojo, Star of the Day certificates, good work assemblies, emails and phone calls. If children need support with their behaviour class teachers will contact parents either face to face or by telephone. If the behaviour were to continue face to face meetings will be organised.

### **Establishment Phase**

Rules and routines are introduced at the beginning of each year. The behaviour curriculum sets out the expectations for all pupils and is taught in regular lessons during the first half term. Pupils have the opportunity to establish and deepen their understanding of school systems, and associated language as well as rehearse the behaviour they are expected to adhere to.

### **Inclusion**

Classroom and playground provision is reviewed regularly by the Senior Leadership Team comprising the Designated Safeguarding Lead, SENDCo and other senior leaders. As a school, we seek to recognise the underlying causes of unexpected

behaviours. The Leadership Team work alongside teachers in reviewing classroom and playground provision and ensuring that positive behaviours are taught with suitable adaptations. Additional support can include behaviour plans, comic strips, timetable adjustments, social stories and relational support plans.

**Co-regulation (Zones of Regulation & Mindfulness)**

Pupils’ ability to regulate their own behaviour has a significant impact on their achievements and emotional wellbeing at school. To better support this, The Globe has adopted the principles and practices of the Zones of Regulation. This is a cognitive behaviour approach designed to help pupils recognise when they are in different emotional states called “zones,” with each of the four zones represented by a different colour: red, yellow, blue and green. Pupils learn how to use tools including mindfulness strategies to stay in the ‘green’ zone or move from one zone to another.

**Appreciation**

At The Globe, we explicitly teach appreciation. In order to develop appreciation, respect and empathy for themselves and their peers, all children will take part in weekly ‘Shared Moments’. Children can choose a person, event or piece of work that has happened in school to show appreciation for in front of the class. All the class then applaud that person.

Regular Focus	Focus	Frequency
Shared Appreciation	Share positive experiences or observations about The Globe	Three 5-minute sessions per week
Mindfulness Moments	Develop strategies to support mental health and wellbeing	One 5-minute session per week

**Scripts**

A script is a prepared set of actions, and a suggested set of phrases to say. At The Globe, staff use the following script when managing a child’s unexpected behaviour.

When speaking with children about unexpected behaviours, adults should speak in a calm, patient and/or assertive tone depending on the context.

A child who is dysregulated:

De-Escalation Principles	De-Escalation Script
Use the child’s name	Child’s name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a ‘get out’ (positive phrasing)	Come with me and.....

A child who is showing unexpected behaviour (e.g. running in the corridor):

- “(Child’s name), I can see that you are ...” (name the behaviour)
- “I need to see you ...” (following the agreed routine)
- “I expect...” (to see you sitting up straight like you were this morning)
- “I know you will ...” (help to put the equipment back in the right place)
- “Thank you for making a positive choice.”

If a child’s behaviour repeatedly indicates that these scripts are not effective, a personalised script must be created and shared with all adults who support that child.

**Behaviour Plans**

If a child is repeatedly showing unexpected behaviour, a behaviour plan should be considered as a supportive tool. The plans must be clear in the following:

- Preventing behaviours occurring in the first place
- Teaching desired behaviours
- Reducing unexpected behaviours from occurring
- Reinforcing positive behaviours
- Consequences when necessary.

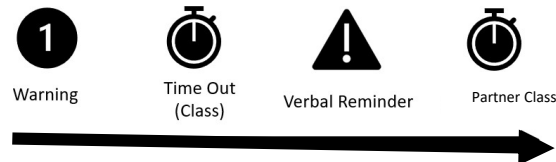
Behaviour plans will be shared with parents and carers, and will be reviewed half termly, informed by clear evidence as to how effective they are, refined where necessary and, when unexpected behaviours have reduced, ceased.

### **Consequences**

Consequences are associated with the behaviourist theory of human actions and decisions. A reinforcement is a stimulus used to encourage a behaviour. A consequence is a stimulus used to discourage behaviour. Consequences are most effective when:

- They are set as soon as the unexpected behaviour occurs.
- They focus on the behaviour, not the child.
- They are used consistently.
- They are productive.
- Children understand how to correct the unexpected behaviours.
- The consequence feels like it has an end.

When children are showing unexpected behaviours, staff following this system:



- All classes have a designated time out area including a chair, sand-timer and visual cues to help pupils reboot. Time Outs last no longer than 5 minutes and are requested by the teacher if needed. Pupils are also able to request a Time Out however only one child is able to use the space at a time, and it should not be during an input.
- If pupils make positive choices, a Verbal Reminder and Time Out can be earned back.
- Unexpected behaviours of a more serious nature including repeated teasing (Harassment), physical assault (not playfighting), violent language (swearing) and any breach of the NSPCC underwear rule will trigger at least a Rule Reminder with the Senior Leadership Team
- Where possible, teachers carry out quiet correction and try to avoid unnecessary attention from others.
- For pupils who receive a Rule Reminder to partner class, teachers must schedule a meeting immediately with the child's parents/carers. After two meetings Lead Teacher to attend. If two or more incidents occur within 5 school days, the child will go on a two-week report card, after this two-week period the teacher and child will reflect the most recent behaviour and decide appropriate follow up on this.

### **Clubs and Playtimes**

Clubs should agree and establish their own rules following the ethos described in this policy. Whilst Warnings and Time-Outs are used, should unexpected behaviour persist, it must be reported to the Senior Leadership Team. Should unexpected behaviour be repeated on two further occasions, the child can be removed from the club for the rest of the term.

### **Child on Child Abuse**

Child on child abuse is explained in more detail in part 5 of Keeping Children Safe in Education. It can include repeated teasing (harassment), physical assault, violent language and any breach of the NSPCC Underwear Rule. Incidents might be in person or online. Such behaviours are harmful, cause distress to the victim and affect educational attainment. Staff must use CPOMS to report it. The Designated Safeguarding Lead may choose to carry out a risk assessment and share actions required to prevent further abuse and protect all of the children involved. Contact and support is sought from outside agencies including the local authority's Multi Agency Safeguarding Hub (MASH) or police when required.



## **Bullying**

Bullying is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face-to-face or online. Unlike friendship problems, bullying happens repeatedly and is deliberate. Pupils are taught to recognise bullying and to report it to a safe adult whenever they experience it.

Suspected incidents of bullying are fully investigated by staff and recorded. School data is broken down into bullying by type with reference to the protected characteristics (disability, race, religion, sex and sexual orientation).

All parents/carers should be notified of the school's findings or told of any pending investigation at the earliest opportunity. The Globe is careful not to label pupils as either 'bully' or 'victim'. Instead bullying behaviours shown by pupils are sanctioned with a rule reminder and a plan of support put in place to prevent future incidents. In more serious cases and where concerns remain, pupils may be subject to a risk assessment or agency referral (See Child on Child Abuse).

## **Regulating Pupils' Behaviour Outside the School Premises**

The Globe Academy has a statutory power to regulate the behaviour of pupils when off school premises and not supervised by staff. As a result, we would expect any out-of-school misconduct (including child on child abuse) witnessed by members of the community (police, shopkeepers, street wardens etc) to be reported to the Headteacher.

## **Unexpected Behaviours**

	<b>Examples of Unexpected Behaviour</b>	<b>Action Needed</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Calling out / talking over others</li> <li>• Disruption to other children</li> <li>• Time delaying</li> <li>• Name calling</li> <li>• Task avoidance</li> <li>• Mild inappropriate language</li> <li>• Verbal or physical retaliation</li> <li>• Non-compliance with class routines</li> <li>• Refusal to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Warning</b> issued by an adult in a calm voice</li> <li>• Use of planned scripts</li> <li>• Move the child to a different seating place</li> <li>• Offer limited choice either...or...</li> <li>• Offer an appropriate consequence</li> <li>• <b>Time Out</b></li> <li>• <b>Verbal Reminder</b></li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Physically or emotionally hurting another child deliberately</li> <li>• Low level kicking, punching, biting, spitting, fighting</li> <li>• Swearing at children or adults</li> <li>• Using offensive language regarding protected characteristics</li> <li>• Throwing objects around room</li> <li>• Damage to school or personal property</li> <li>• Self-exiting the classroom</li> <li>• Running away from an adult</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflection Time</b> with Senior Leadership</li> <li>• Follow up meeting with parents to decide on course of action – class teacher and link SLT to attend</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Serious physical / emotional harm to a child or adult</li> <li>• Serious damage to school or personal property</li> <li>• Repeated bullying</li> <li>• Continuous breach of rules (Level 1 or 2), despite intervention involving staff, AHT, HT and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Where any of the above has not had an impact over time or for an isolated serious incident, the following procedures should be followed:</li> <li>• Create a clear Behaviour Support Plan</li> <li>• Internal Exclusion decided by the Headteacher overseen by a member of SLT on a 1:1 basis.</li> <li>• A reduced playground timetable</li> </ul>

## **Positive Handling**

All school staff have a legal power to use reasonable force (as defined by DfE meaning using no more force than is needed) to prevent children from hurting themselves, others, from damaging property or from causing disorder. If a member of staff has used reasonable force, the child's parent/carer must be informed immediately, and a record of the incident must be kept on CPOMS. In exceptional circumstances, where a child is repeatedly showing unsafe behaviour, the parent/carer will be asked to consent to a positive handling plan.

## **Suspensions**

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unsafe behaviour. A suspension may also be used to provide a clear signal of what is unacceptable behaviour. For repeated or very serious acts of unsafe or anti-social behaviour, the Headteacher may permanently suspend a child. The Headteacher may suspend a pupil for up to forty-five days in any school year. The Head teacher may also suspend a pupil permanently. If the Headteacher suspends a pupil, they should inform the parents/carers immediately, giving reasons for the suspension. The Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. After a child has been suspended, the child and parents/carers are asked to attend a re-integration meeting.

The Headteacher will inform the Local Authority, Reach2 Academy Trust and the Governing Body about any suspension whether for a fixed or permanent term. This is then followed up in writing.