

The Globe Primary Academy



Behaviour Policy

Approved by: LGB

Date: 20th October 2025

Last reviewed on:

Next review due by: October 2026

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1. Aims

This policy aims to:

- Promote an environment where everyone feels **happy, safe and secure**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. The school approach

2.1 The Globe Values & school motto

At The Globe Primary Academy, we always have the highest expectations of behaviour and conduct from all stakeholders. We believe in promoting positive behaviours to ensure that every member of the school community feels happy, safe and secure. The school has a variety of strategies and systems to achieve this.

Underpinning our entire school ethos, we have our three 'Globe Values', chosen by our pupils, staff and parents using acronyms of the school's name (GPA) to promote positive behaviour and characteristics – **GROWTH**, **PURPOSE**, **ADVENTURE**. They are 'virtues' rather than a set of 'rules', giving our children independence and intent to be the very best they can be, both at school, and the world beyond.

Additionally, our school motto is "Change The World" – we don't want to churn out robotic individuals constrained by society or by their own fears. Rather, we want to inspire the leaders, pioneers, entrepreneurs, thinkers of the future, who have the courage and moral purpose with which to make a positive impact on the world.



- **Growth**
- **Purpose**
- **Adventure**

2.2 The Island

The Island is our pastoral support and nurture room, managed by the school's Learning Mentors. It is a safe space with a range of activities and zones designed to engage, calm and regulate children. It can be used for a variety of needs depending on pupils' individual circumstances, with trained staff delivering high quality support. We are mindful as a school that this space does not become a 'naughty' space but rather a safe space to re-regulate pupils so they can be back in class, where nurture-based approaches are also applied through Quality First Teaching. In other words, the less The Island is used, the better!

3. Rewards and sanctions

3.1 Good to be Green

The 'Good to be Green' scheme is aimed at promoting positive behaviour by reminding all children about our behaviour expectations. It rewards pupils who behave exceptionally and serves as a visual reminder for those pupils needing support with their behaviour.

Each class has a visual 'Behaviour Chart' (traffic light) with every child's name on it. All pupils start on the green each day – this is important because it acts as a fresh start for all pupils. Positive behaviours are rewarded by moving names up; negative behaviours result in names going down (see appendix 1). Senior leaders regularly monitor the behaviour charts to target support where needed.

3.2 List of rewards and sanctions

Positive behaviour may further be rewarded with:

- Verbal praise
- Stickers
- Certificates
- Always Star (in assembly)
- House points
- Prizes
- Parents contacted / invited to assembly

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Time Out in class or another class
- Expecting work to be completed at break or lunchtime
- Missing some of their break or lunchtime
- Referring the pupil to a senior member of staff
- Letters, phone calls or messages home to parents
- Agreeing a behaviour contract
- Putting a pupil on report card
- Exclusions (internal, fixed term or permanent – see section 5.4)

3.3 House system

Our school operates a 'house' system, with four houses named after ancient civilisations – Sparta, Maya, Shang, Indus. Each pupil is allocated a house from the start of their time at The Globe until they leave. Pupils can gain house points for a variety of reasons. These include:

- Exceptional behaviour
- High / improved attendance
- Special achievements

House teams are then rewarded for collecting the greatest number of house points each term. The reward is deliberately spectacular to make it meaningful and 'rewarding'. Examples include bouncy castle, ice cream van, movie and popcorn, and 'Wheelie Big Wednesday' (where children bring their wheels to school).

3.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Staff can only discipline the pupil when the pupil is under the lawful control of the staff member.

3.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [Safeguarding Policy](#) for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher has the responsibility for giving fixed term and permanent exclusions to individual children. Both these actions will be reported to the school governing body as soon as possible.

4.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Having high expectations of behaviour at all times
- Treating all children fairly, with respect and understanding
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording and reporting serious behaviour incidents on CPOMS
- Contacting parents/carers for serious incidences within 48 hours

The senior leadership team will support staff in responding to behaviour incidents. Part of this support includes directing and deploying the pastoral support team accordingly.

4.4 Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Leave behaviour matters to the school and not approach other parents/pupils

4.5 Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings, school property and property of others with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

5. Behaviour management

5.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and reference the school's Globe Values & motto
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Promoting responsible behaviour with classroom monitors
 - Communicating expectations of behaviour both verbally and non-verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

5.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Causing serious disorder
- Significantly damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be used by trained staff (unless there is imminent danger to life)
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents and governors

The use of reasonable force on pupils with SEND should only be used after reasonable adjustments have been made. The judgement to then use reasonable force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

5.3 Confiscation

We will confiscate any item which is prohibited, harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation 2014](#).

5.4 Suspensions and Exclusions

The Globe Primary Academy has regard to the DfE Guidance document "[Exclusion from maintained schools, Academies and pupil referral units in England, a guide for those with legal responsibilities in relation to exclusion](#)" (2017)

The decision to exclude a pupil, whether fixed term or permanent, is always a last resort and will be taken either in response to a serious breach or persistent breaches of the school's behaviour policy; or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Please refer to our [Suspension and Exclusion Policy](#) for more information.

In the event of an exclusion, guidance would be followed as recommended in the document. In minor incidences, the school may issue internal exclusions where a pupil will spend part of a day or a whole day outside of their normal class. Parents will be notified if pupils are given a whole day's internal exclusion.

6. Bullying

The school does not tolerate bullying of any kind and treats it very seriously. If we discover that bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Details of our school's approach to preventing and addressing bullying are set out in our [Anti-bullying Policy](#).

7. Definitions

Minor/Low Level misbehaviour is defined as:

- Non-completion of work
- Not following instructions
- Poor attitude
- Consistent incorrect uniform

Major/Serious misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions
- Any form of bullying

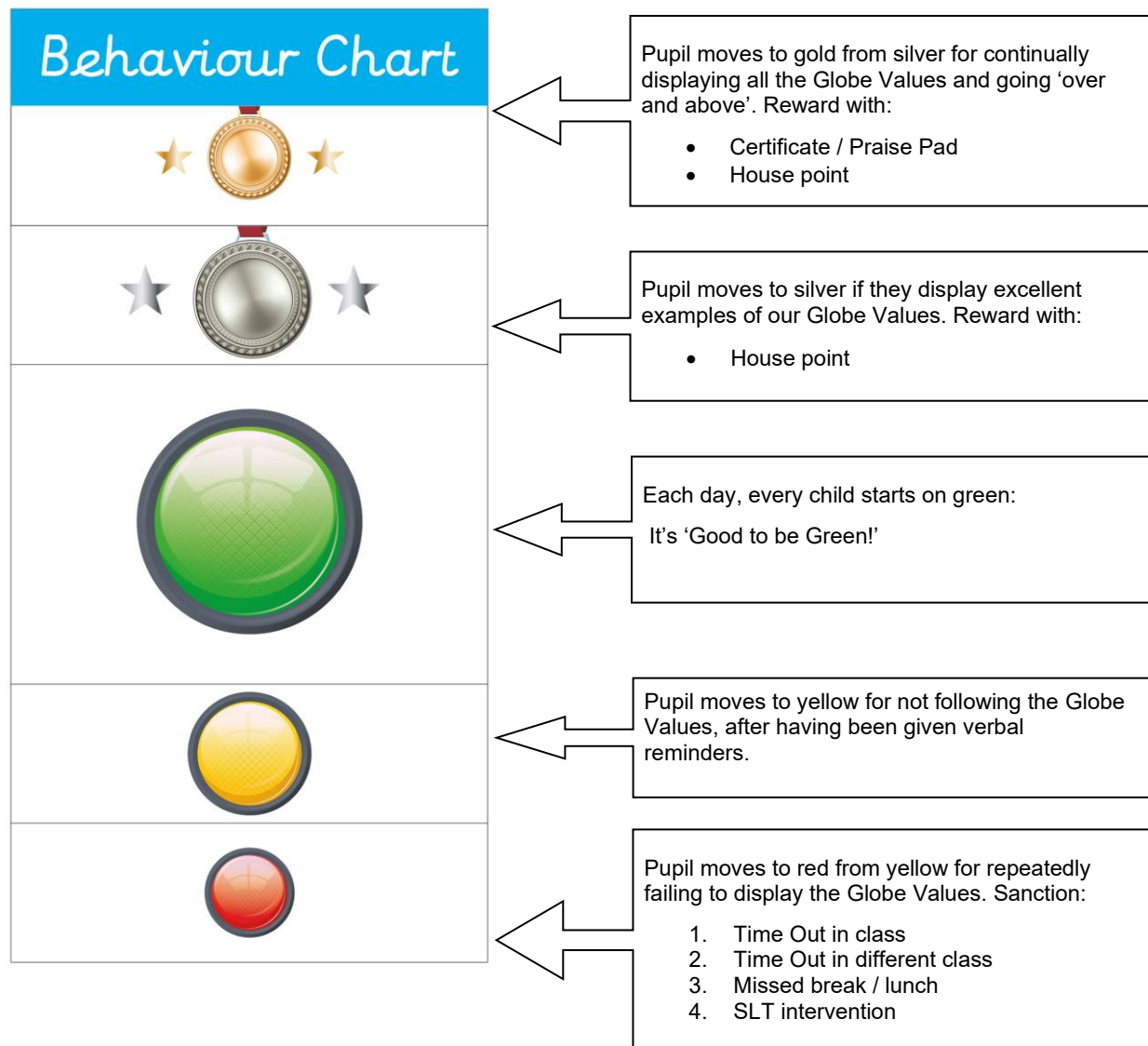
- Child on child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault against other pupils or staff
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as:
 - Knives or weapons
 - Alcohol or illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

12. Links with other policies

This policy is linked to: *Suspension and Exclusion Policy*, *Anti-bullying Policy*, *Safeguarding Policy*.

Appendix 1: Behaviour Chart / “Good to be Green”



At the start of each day, all pupils will start on the green. This is important because it serves to remind pupils that they all have a fresh, equal start to the day.

Pupils can move up or down on the behaviour chart at any point during the day. The idea is to encourage pupils to demonstrate the Globe Values at all times and help them improve their behaviour – where a pupil finds themselves on the yellow or red, there must be the opportunity to move upwards, with clear instructions and timeframe, e.g. “You can move your name back up when you have finished your paragraph” / “You can move your name up by showing excellent focus until lunchtime”.

Any member of staff can instruct the class teacher to move a pupil up or down.

SLT will monitor behaviour charts for pupils repeatedly getting on yellow or red and follow this up with further sanctions and/or support.