



Glebe Junior School

Behaviour Policy

(Including the written statement of behaviour principles)

Date	Approved by	Minute Number
16 June 2020	Full Governors	FGB05/06/20
8 June 2021	TLAC	TLAC04/06/21 – V1
2 December 2022	TLAC	TLAC06/12/22 – V2
20 November 2023	TLAC	TLAC06/11/23 – V3
26 November 2024	TLAC	TLAC06/11/24 – V4 minor changes

This policy should be read in conjunction with the following documents: Health and Safety, Online Safety and Acceptable Use of IT, Special Educational Needs, Equalities, Anti-Bullying, Safeguarding and Child Protection.

1.0 Rationale

“We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction.” Elton

A calm, orderly environment is essential if children are to learn most effectively. It is our responsibility to provide that environment in order that children and staff can make most use of lesson time for the real purpose of education. We have therefore spent time setting the ground rules and asserting a code of conduct as a prerequisite to curriculum delivery.

This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose. It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention (including cognitive behaviour therapy) and support may be used in conjunction with external agencies. The importance of taking a multi-agency approach to behaviour management is central. Other agencies will be encouraged and supported to work within Glebe Junior School.

2.0 Aims of Our Policy

This behaviour policy;

- Identifies the roles and responsibilities of members of the school community, including governors, staff, volunteers and parents, in relation to encouraging and promoting good behaviour within school and within the community,
- Identifies the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour, including at school, within the local area and within the home environment.

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible
- The shared and agreed identification of what we consider to be unacceptable behaviour
- The establishment and shared understanding of class and school rules
- Agreed sanctions where rules are broken
- A firm, consistent approach across the school
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of what will happen if...
- The involvement of children – encouraging children to take responsibility for their actions
- The discussion with children in circle time and PHSE and Citizenship about the need for rules and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate

3.0 Mission Statement and Values

Our mission statement is '**Developing successful lives**' and our shared values statement shows that '**We behave the "Glebe Way" - we Grow, Learn, Enjoy, Believe and Encourage each other.** We promote equality and respect, inclusion, high standards of behaviour, understanding and appreciation of diverse cultures, high quality relationships, freedom from bullying, oppression and harassment, and partnership with community.

We aim that:

- All children will be able to learn without others disrupting their lessons.
- No child will be upset by others, physically or verbally, in class, around school or in the community.

We will use rewards and sanctions as in our agreed "Rewards and Sanctions" document and shared with parents and carers in the annual brochure, parent guide and on our website.

4.0 Involvement of Children

4.1 Setting the Policy

The School Council were involved in the initial setting of this policy and make suggestions regularly for adjustments. All children complete an annual survey which includes questions about behaviour and this policy. All suggestions are taken seriously.

4.2 Stars of the Week

School Council decided they wanted more prizes to celebrate each Curriculum area. Five class stars are recognised each week, Reading, Writing, Mathematics, Curriculum and the 'Glebe Way Award'. The anti-bullying ambassadors present tokens to recognise the 'Glebe Way Awards' in class and assembly.

5.0 Conduct Expectations

Staff have determined clear guidelines on behaviours that are expected from all children at all times. These guidelines set clear expectations and boundaries and are shared with children at the start of each school year. They are also revisited at any time with children whose behaviour may be causing concern. These guidelines are issued to all Y2 and other prospective parents/carers before their children start school and are available on our website.

5.1 Class Rules

In September each year, staff will support all children to discuss and determine class rules and invite contributions to them as appropriate to their age. They will use the positive language of success and be linked to our Mission Statement, our agreed values, Conduct Expectations and they will promote the fundamental British Values and respect for British Law.

6.0 Promoting Good Behaviour

The ethos of Glebe Junior School promotes a praise led behaviour system, with opportunities for praise and reward being sought first at all times. Sanctions will be used when unavoidable. We are a supportive, inclusive school with a caring ethos and there are a number of ways of rewarding and celebrating achievement and good behaviour.

These include:

In class

- Group and class rewards decided by the class teacher in conjunction with the children,
- Extra privileges in class e.g. giving additional jobs or responsibilities,
- The use of circle time to celebrate,
- Communication with parents, by phone or meeting, celebrating good behaviour and successes.

In assemblies

- Opportunity for children to show good pieces of work and talk about their achievements and interests,
- Celebration and certificates from other events, in school and outside,
- Opportunity to share and celebrate good work on Awards Celebration Evening.

On display

- Wall displays in class and shared areas celebrating work of which children, and staff, are proud,
- Display in hall of children taking part in events within and outside school, celebrating achievement.

On our website

- Where parental permissions allow, children's photographs and work may be displayed on Glebe website under Learning and their year group,
- Children's achievements outside school may also be celebrated in their year group section of website.

In the newsletter

- Children who are to be congratulated for particular achievements, competitions etc. within school and beyond.

Weekly Star of the Week Assembly

- Presentation of Ruby, Sapphire and Emerald awards,
- Celebration of Stars of the Week for each class and presentation of certificate, stickers, pencils and bookmarks.

Other opportunities to celebrate include:

- End of term assemblies to celebrate attendance, behaviour and awards,
- The issuing of swimming certificates and other certificates from sporting activities,
- The issuing of other certificates to celebrate such as reading targets, pen licences, forest school and lego therapy,
- The sharing of achievements outside school in assemblies to all children,
- The announcements of the performance of sports teams in newsletters, on website and assemblies,
- End of year awards evening to celebrate individual successes.

7.0 Glebe Reward System

At the beginning of each school year, teachers will discuss with children the Rewards and Sanctions system linked to the Conduct Expectations

Children will receive **prize points** for behaving better than the agreed conduct expectations which will be recorded in their diaries. Parents are asked to support their progress and celebrate with them when they achieve each level.

Prize points link into the Sanctions System as all children staying on the green level of the chart each day will receive a prize point.

The awarding of prize points is monitored by the headteacher and staff have agreed shared protocols to ensure consistency and fairness across all classes.

7.1 Prize Points Levels

Bronze level - Children receive a bronze sticker from the headteacher and a Glebe Junior Bronze Award pencil.

Silver level - Children receive a silver sticker from the headteacher and a choice of a sporting prize, (such as a skipping rope, small ball, koosh)

Gold level - Children receive a gold badge, attend the headteacher's tea party (for a drink and cakes!).

Ruby level - Children receive a special badge in Star of the Week assembly, a choice of an academic prize (such as a notebook, pen, highlighter).

Sapphire level - Children receive a special badge in Star of the Week assembly, receive a voucher.

Emerald level - Children receive a special badge in Star of the Week assembly, a trip out in summer.

The awards and prizes for **Silver** and **Ruby** level change each year to ensure variety and promote greater interest for children. Views are sought on most liked prizes and additional suggestions sought from a variety of children during discussions by headteacher.

8.0 Unacceptable Behaviour

We wish to eradicate instances of unacceptable behaviour

Our aims:

- ***All children will be able to learn without others disrupting their lessons.***
- ***No child will be upset by others, physically or verbally, in class, around school or in the community.***
- ***The promotion and maintenance of good mental health for all stakeholders.***

There is an expectation that children will inform staff of any issues either at school or outside in the community so that staff may take appropriate action before escalation. Parents are asked to encourage their child to talk to staff if they are upset by other children as well as telling parents at home.

We wish to involve parents at an early stage of any concerns to benefit all children.

8.1 Rules and Sanctions

All staff have worked together and have defined and agreed Conduct Expectations. It is the responsibility of all members of staff to monitor children's adherence to these. There will be reminders in assembly about the rules, rewards and sanctions.

- Each class will have a coded display to the colours as shown. Each child will have a name label for the display.
- All children will start each day on green level and any child who is on green level at the end of the day will receive 1 prize point.
- Children will receive sanctions for behaviour defined as unacceptable.
- When a child's behaviour is worse than expected to our guidelines, teachers will clearly state this and their name label will be moved down the chart. This provides a visual and verbal reminder.
- The child will be asked at each step to think and to choose the correct behaviour.
- It has been decided by staff that some behaviours are more serious and will result in more than one level. There is some discretion by the headteacher, Behaviour Support Assistant and senior leaders.
- Agreed immediate blue levels (or below depending on the severity) are for:

- intended physical violence,
 - swearing at a member of staff, (use of inappropriate language is one level)
 - bullying, including cyber-bullying,
 - inappropriate sexual language or behaviour,
 - incidents which are homophobic, racist or related to SEN and disabilities,
 - stealing ,
 - leaving the school without permission, (possible grey level),
- All incidents at yellow level and below parents will be informed and completed on My Concern.

8.2 Additional Provisions

At times Leadership and governors may consider it necessary to provide additional provisions for identified children. The aim will always be to improve the life chances of all children. Examples are;

- Intervention from Behaviour Support Assistant, as appropriate,
- Interventions such as Positive Play, Circle Time, Friendship Groups, Forest Schools, playworker support,
- Lunchtime Room provision by Behaviour Support Assistant and Playworkers,
- Transition Group during early Autumn term for Y3s,
- Engagement of outside agencies,
- Parenting group or support group for parents/carers concerned,
- Cognitive Behaviour Therapy Sessions (Drawing and Talking/Anxiety Gremlins/Anger Gremlins).
- An additional Small Step reward system.

This list is not exhaustive and other options may be used.

8.3 Sanction Levels

Green level – Good behaviour, prize point at end of day

Amber level - Verbal and visual warning. Staff will remind the child of the positive behaviour expected.

Pink level – Second verbal and visual warning. Staff will remind the child to think, using positive language and language of choice. *What will happen if I keep up this behaviour?*

Blue level – Time out within the classroom. Child reminded of the consequences and positive behaviours explained. Loss of 5 minutes Golden Time /clubs on Friday. Incident is recorded on blue behaviour form and entered on system.

Yellow level – 10 minutes time out in partner class. The child will be away from own class to think about expected behaviour and choices. Incident is recorded on behaviour form and entered on system. Parents are contacted.

Red level – Child sent to Behaviour Support Assistant and misses 15 minutes of breaks. Behaviour Support Assistant contacts parents/carers, by meeting or phone. Incident is recorded on behaviour form.

- If 5 red levels in one term, parents/carers are called in and Behaviour discussed and contract drawn up if required.

Purple level – Child sent to Behaviour Support Assistant for 15 minutes and misses 30 minutes of breaks. Behaviour Support Assistant or teacher contacts parents/carers, by meeting or phone. Incident is recorded on behaviour form and recorded on system.

We hope all children will operate within the above levels.

Grey Levels – We are an Inclusive School but on occasions we may consider:

Grey 1 – Inclusion Time, due to serious incident or continual unacceptable behaviour. Child is sent to Behaviour Support Assistant and Headteacher. Child completes 1hr and misses

next lunchbreak. Parents/carers informed. Reflection and restorative work is carried out by the Behaviour Support Assistant in order to reintegrate and support child back into class.

- **Inclusion Day**, On occasion, if incident is very serious or a repeated incident and child is refusing to obey instructions from staff, child will complete an inclusion day with the Behaviour Support Assistant. They will not socialise with other children and will learn in isolation. Parents will be expected to bring child to Inclusion Room and collect from the Behaviour Support Assistant at the end of the day.

Grey 2 – Fixed term Exclusion, due to extreme serious incident or continual unacceptable behaviour where it is felt essential for the safety of the child and of other children and staff. One or more days out of school. School to provide work.

Grey 3 - Permanent Exclusion, Child removed from school roll. Negative long term effect on child's education and chances in life.

9.0 A Positive Environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors for us
- interesting and well-prepared lessons that cater for individual needs
- a colourful and stimulating environment in and around the school building
- many and varied opportunities for children with different gifts and talents to see these celebrated.

10.0 Physical Interventions

On very rare occasions, physical interventions may be required for an individual pupil. De-escalation and non-restrictive physical interventions should always be exhausted first.

Where restrictive physical interventions are the only remaining option, staff should initially refer to the Headteacher/SLT but on the rare occasion an immediate **intervention** is required due to safety reasons, staff should follow the guidance in the POSITIVE BEHAVIOUR SUPPORT (INC. PHYSICAL INTERVENTIONS) policy.

11.0 Evaluation

The success of this policy will be judged according to:

- ✓ the total number of fixed-term and permanent exclusions,
- ✓ data from My Concern,
- ✓ the anecdotal comments of the school community including comments from parents on report responses,
- ✓ comments from children including the school council,
- ✓ results from parents and staff survey,
- ✓ complaints received by headteacher and governors,

12.0 Policy Review

This policy will be reviewed annually. It will be amended following discussion between all members of the school community taking into account the success criteria described above.

Written Statement of Behaviour Principles

- Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff explicitly teach the expected behaviours to support children with their learning and to support intrinsic motivation.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards and sanctions are used consistently by staff, in line with this behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.