



Article 28 (right to education) Article 29 (goals of education)

## RATIONALE

At Glasshouses Community Primary School, we believe that an establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on **consistent** positive relationships established at school and classroom level through inter-actions between staff and pupil and between pupils themselves. This Positive Behaviour Policy, together with the Anti-bullying Policy, forms the behaviour management strategy for our school.

This policy was based on the principles of *Carol Dweck's Growth Mindset* and *Unicef's Childrens* convention. created through discussions with Children, House Captains, staff and parents during 'coffee and chat' sessions.

## AIMS

- To create an atmosphere of mutual respect, trust and corporate responsibility acknowledging equal opportunities regardless of gender, race, creed or ability.
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise standards of attainment, behaviour and attendance for all pupils
- To involve parents, pupils, governors and staff in setting rules/standards of behaviour within the school.
- To get pupils to manage their own behaviour and safety effectively while respecting the rights of others
- To inform parents and pupils of sanctions that will be taken for negative behaviour
- To develop Social and Citizenship Skills through a variety of school contexts

## School Ethos

The above aims are attributed to one of our school aims which is 'learn what is right and wrong and be responsible for our actions' and 'understand that we are all different and act with respect and tolerance'. We have Pupil Leadership Teams and House Captains and initiatives to promote positive behaviour e.g. stickers, good work assembly, certificates and trophies.

Our basic school rules are set by the pupils and staff and are common sense ones which allow us to work in harmony with one another and ensure safety and well being for all within the school.

The policy is shared with all parents in order that they may understand the school's expectations when their child starts school. It is shared with pupils during school assemblies, class circle times, end of day reflection times and PSHCE lessons,

## Responsibilities

**Staff:** The school staff, both teaching and non-teaching, share a collegiate responsibility for **consistently** implementing school policy on positive behaviour. The headteacher has overall responsibility for ensuring positive behaviour.

**Parents/Carers:** Parents/carers have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

**Pupils:** Pupils' responsibility is to be responsible for their own positive behaviour and meet the expectations set out by the school.

## Systems and Structures

### Before and After School

- A member of the Senior Leadership Team will be on the playground from 8.45am and 3.30pm each day (in their absence, a delegated staff member).
- Staff should come on to the playground at 8.45am prompt in preparation for the children lining up.
- Children should play safely and calmly in the playground. (There should be no children on scooters or play equipment.)
- When the bell rings the children will line up beautifully and sensibly in one straight line.
- When the 2<sup>nd</sup> bell rings and ONLY when all children are quiet should they walk in to the main school building.
- \*if the weather is wet, the Headteacher will decide to let the children enter the school at 8.45am. One adult must be in class to greet the children and at least one adult in the cloakroom.
- Provision for SEN children is made in communication with the class teacher and parent.
- As they enter the school they should continue to walk sensibly and quietly along the left hand side of the corridor.
- Bags and coats should be placed neatly in to cloakrooms.
- There should be a task/activity on the board for the children to begin immediately (this must be Maths or English based).
- When leaving the school building, the children should have all of their belongings from class and corridor. They should line up sensibly and quietly.
- The teacher should then lead the children out of the building remaining in a straight line until they given to their parents/carers.

### Cloakrooms, stairs and Hall space

- All children should walk quietly and sensibly through the cloak rooms, Hall and staircases.
- Children should walk along the left hand side of the stairs in an organised manner.
- If a member of staff becomes aware of children not walking sensibly the children should be spoken to and the class teacher made aware.

### Assembly

- All children should be led to assembly by a member of staff ensuring children are walking in a beautiful, calm and silent line.
- All children will enter the hall in silence, looking smart and sit down sensibly (within the lines)
- There will be a question on the board for the children to think about whilst the other children enter.
- Reception, Year 1 and Year 2 children will enter and exit the hall via door nearest the external door and at the front of the hall.
- Years 3/4 will enter and exit the hall through the middle door to the Hall.
- Years 5 and 6 will enter and exit the hall through the door nearest to the office.
- All staff continue to have responsibility for their children throughout the assembly and should praise good choices in a non-verbal manner.
- The person leading assembly will then instruct specific classes to leave in a sensible and silent manner.
- Whilst other classes exit the hall, the other children should remain silent.

- All staff should be present during assemblies unless it has been agreed previously.

### **Break Time**

- Children should be taken by the teacher to the playground where the member of staff on duty will take over responsibility.
- The children should walk down the stairs and through the hall spaces in a sensible and calm manner.
- If any children have to complete work, they should do so in the care of the member of staff who has kept them in.
- There is a timetable in place for staff to follow in relation to duties.
- Staff members should place themselves strategically around the playground to help prevent incidents from occurring.
- Staff members should seek to interact with the children through conversations or games.
- At the end of playtime a staff member will send a child to the staffroom to make staff aware of the end of play.
- The staff member on duty will ring the bell once to indicate to all children to stand still and pick up any equipment.
- On the second bell the children will walk sensibly and quietly to their lines.
- Once all classes are ready, they should be met at the door and led back in to school building by their class teacher.

### **Lunchtime**

Children are expected to line up in the class lines ready to enter the Dining Hall. Teachers then oversee entry to the Dining Hall and children take their designated seats within family groups. Lunchtime prayer before lunch is served. Unless requested, children are not allowed to move around the Hall.

Behaviour is expected as the same as throughout school.

### **Lunchtime behaviour**

Lesson ends at 11.55 to allow children to visit the toilet BEFORE going for lunch. No children will be able to leave the dining room during until the lunch playtime.

### **Toilet**

Unless there is any medical reason children will be encouraged to go at the designated breaks unless they have medical reason and arrangements are made with the parents.

## Classroom behaviour

The Positive Behaviour Policy is reflected in our School Superpowers which link to the Growth Mindset mantra, *'It isn't going to be easy, but it is going to be worth it...'*)

We will be **CHAMPS**.....

- Show **C**COURTESY (through listening to **feedback**)
- Be **H**HONEST (Encourage others and self to be so)
- Be **A**ttitude (great attitudes to learning )
- Show good **M**anners at all times .
- **P**erservere with things (even when they get tough )
- Keep yourself **S**afe

These are displayed around the school and are referred to and promoted at every opportunity and focussed on in whole school assemblies weekly. We recognise that some of our children are visual rather than auditory learners, so reminders displayed and referred to. Rights have corresponding responsibilities. These often need to be explicitly taught and reinforced until they become routine.

Classroom teachers should have discussions with the children at the start of the school year/term (which are then referred to throughout the school year) to set clear classroom expectations based upon the three school rules. These should be displayed attractively in the classroom.

To ensure good classroom behaviour is achieved teachers and staff should ensure:

- Respect is shown in planning exciting, well-organised, well-differentiated and challenging lessons.
- There is good classroom organisation, tidiness, access to appropriately labelled resources as well as exciting and thoughtful displays.
- There are well planned and orderly transitions within the classroom and very clear expectations with regard to behaviour and noise level. Teachers and staff should lead by example and demonstrate this to the children.

We have very high expectations of pupils' behaviour and they should:

- **Be Courteous**
- Pupils should look after the schools equipment as well as one another's.
- Pupils should be respectful of each other at all times – no intentional disrespect should go unrecognised.

- Pupils should be supportive of each other – no derogatory comments/responses should go unrecognised.
- Pupils should be taught to and encouraged to be supportive of one another verbally within the classroom.
- Pupils should place their hands up to speak (or the manner stated by the class teacher) and ensure they take turns.
- Teachers should practice the following transitions:
  - I. Door to carpet in silence
  - II. Carpet to tables
  - III. Tables to carpet
  - IV. Tables to door
  - V. Lining up
  - VI. Collecting bags and coats
  - VII. Handwashing/toileting

✓ **Be Honest**

- There should never be any graffiti, destruction of books etc..
- Pupils should be respectful of all adults at all times. They should be mindful of what they say and how they say it and how they react to disappointment.

• **Be Ambitious**

- The pupils should follow the schools presentation expectations, which are clearly displayed in each classroom.
- Displays should illustrate high expectations of children's work and the fun, exciting activities they have completed.
- Pupils should aim to produce high quality, beautiful work in their best handwriting at all times

✓ **Show good Manners**

- Pupils should enter the classroom and sit silently so they are ready for learning.
- Pupils should be taught to work co-operatively; to undertake different roles in a group; to listen to others; negotiate and take turns.

• **Perservere**

- Respond to teachers feedback to improve work
- Try different options to solve problems

• **Be Safe**

- Pupils should sit appropriately on their chairs (4 legs on the floor and sat up straight) on the carpet
- Pupils should be taught to listen attentively (by looking at the speaker) and to raise their hand to speak, sensibly at all times.

<b>Lunchtime</b>
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- Learning finishes.
- Children sent to wash their hands, table by table
- The children are then taken by the teacher to the dining room
- Children should sit in the HOUSE tables quietly to collect their food.
- Houses captains will assist the younger children with the lunch and fill water cups and clear tables/scrape lunches.
- Children on packed lunches will walk to the right to collect their lunch boxes.

- The children will then all wait until their table has finished eating and then leave their table clean and tidy once instructed by the adults.
- At 12.55m one bell rings – and the children will clear the playground and begin to line up.
- Teachers greet the children at 12.55 and lead into school silently.
- The midday supervisors must be in the corridors to ensure that the children are calm and the area is clear of paper towels, coats, bags etc.
- - i. 1 midday in each of the main playground pitch area. **ONE MUST BE STOOD AT THE MAIN GATE ENTRANCE.**
  - ii. 1 midday by the trim trail /grass
- No pupils will be allowed to return inside the building without a **building pass**. (The middays will **have coloured bands** to give to those pupils requesting to go to the toilet.)
- All staff should challenge any child without a band.
- Any child caught inside will be asked why they are inside.
- If staff require children to be inside the children should have a building pass and they should be with the children.
- Middays should encourage active play (i.e. skipping) and correct use of equipment by joining in.
- Any child not following rules will be asked to stand by the bench to think about the actions and
- Towards the end of lunchtime, MSA will send a child to inform the staff that the children are lining up.
- On the first bell, the children will clear the playground and begin to line up.
- On the second bell the children will be lined up.
- When the children are ready the staff member will lead them in to the building sensibly and quietly.

#### Strategies for the promotion of good behaviour

##### Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem through criticising in front of an audience is likely to increase misbehaviour. Praise needs to be appropriate and as descriptive as possible so that a child is clear about the elements of their behaviour being praised. Praise can also be non-verbal, e.g. a smile, a thumbs-up or a sticker.

##### Three positives before a negative

This principle involves teachers aiming to have made three positive contacts with a child before constructively criticising their work. This encourages children to be more receptive to important learning points that a teacher is making. Equally, within the class, the aim is to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave 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 a child's feelings can pre-empt them resorting to other ways to gain attention.

##### Give children a choice

This may be as simple as allowing a choice about which piece of work to complete first. Being given choices increases a child's sense of independence, which in turn contributes to their self-esteem.

##### Be consistent

Children have a need for the world around them to be as reliable and fair as possible. When staff act consistently and reliably, they make children feel safer and therefore less anxious. This in turn reduces the possibility that events will trigger poor behaviour.

##### Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that is expected from children in the Listen to the children. Listening to children makes them feel significant. It is important to make children aware that adults recognise their feelings ("You seem cross, did something happen?"). Concerns and complaints need to be followed up, even if that means needing to say that it will be dealt with later. Children need to be able to share secure in the knowledge that issues will be dealt with appropriately.

#### Maintain frequent contact

Frequent task-centred contact with children communicates that attention is predominantly for behaving well. All children, and in particular those who have difficulty concentrating, need frequent contact that recognises what they have already achieved, points them to the next step and reminds them that the teacher will be back to see how they are progressing. This concentrates on communication about the task and gives the child positive teacher contact.

#### Pre-empt disruptive behaviour

Teachers and adults in the classroom need to display 'withitness' – a constant awareness of what is happening throughout the classroom. This allows offtask behaviour to be spotted early and children's attention returned to the task before behaviour actually becomes disruptive.

#### Self awareness

Adults in school need to communicate confidence and authority. In order to do this it is important to be aware of elements such as position in class, proximity to disruptive children, facial expression, tone of voice, choice of words and use of eye contact.

#### Catch them being good

Noticing and acknowledging anything that is in the direction that adults in school wish children to take will encourage and reinforce positive behaviour. Examples (not an exhaustive list) of things to 'catch them being good' at:  entering the classroom quickly and quietly  treating books and equipment carefully  looking at the teacher quickly and quietly when asked to listen  starting work quickly  being polite  moving from one task to another without teacher reminders  tidying and clearing up  working hard on a piece of work  telling the truth  respect, concern, fairness, how to apologise and how to resolve difficulties fairly and amicably  holding the door open for someone  handing homework in on time  being a good friend  saying please and thank you  asking for help when they need it  walking quietly around school  listening well in assembly  working well with a group of classmates  being willing to try something new or difficult  offering to help without being asked  taking turns and waiting for others

### Sanctions and Rewards

Our Reward Systems are applicable in class, playground and lunchtimes:-

Praise Children are praised for appropriate behaviour, effort and achievement with work and improvement in behaviour or attitude, by all staff. Exceptional achievement or improvement is rewarded with praise from the Headteacher.

**Personal Reward Systems** - Individual members of staff reward children for appropriate behaviour, improvement or achievement in many different ways, which include stickers, stars, badges, smiley faces, stamps, comments, special chair, special person, Class dojo.

**Growth Mindset** spotted Vouchers Children will be given GM vouchers, by any adult in the school, as a reward for GM positive behaviour. The vouchers will be collected each week and names will be drawn to select a prize from the tin. NOT WORK. ATTITUDE.

**Star of the week** awarded for the Growth Mindset behaviour.

VIP is awarded for being kind / good friend.

## 'The University of Glasshouses'

**Positive and good behaviour are promoted** at Glasshouses Community Primary School by children being encouraged to make the right choices. All children will start each week with an entitlement of their Friday afternoon activity to attend our University of Glasshouses. This will be half term modules that are chosen by the children from a given list. These activities are arranged to enhance and enrich the curriculum for our children as well as rewarding good behaviour for all children.

Aims:

- To enrich the curriculum offered at our school
- To promote positive behaviours.
- To provide a real life learning experience
- To reinforce and develop skills
- To promote social skills and teamwork
- To meet and work with other people
- To enthuse the children and develop enjoyment in their learning
- To work with and develop the use of our school resources
- To promote the Every Child Matters agenda
- To fulfil aspects of SEAL and PSHE

Dealing with poor behaviour It is inevitable that at times children will make mistakes and make the wrong behaviour choices. Our role as adults is to teach the children to learn from their mistakes and the wrong choices they make. Opportunities should be taken by adults to learn from mistakes and promote improvements in approaches by individuals.

### Consequences in class, playtime and lunchtimes

In the following table we have listed examples of inappropriate behaviours and a range of consequences which may be used as deemed necessary. Please be aware that this is not a exhaustive list of behaviours.

Low Level

Moderate level

Serious level

Fidgeting / fiddling Telling tales Punctuality Dropping litter Noisy eg talking / shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Running in corridors Pushing in line Borrowing without permission Leaving work area untidy	Telling tales Punctuality Dropping litter Noisy eg talking / shouting Failing to keep on task Leaving desks Unkind remarks Bad language (one off) Time wasting Running in corridors Pushing in line Borrowing without permission Leaving work area untidy Consistently shouting out Poor effort Consistent rudeness Distracting others Unprepared for work (continuously) Disregarding supervisors Threatening / aggressive behaviour Refusal to co-operate Repeated incidents of any moderate behaviours Telling lies	Serious assault / physically hurting another person Stealing Vandalism eg graffiti extreme damage to school property / toilets Serious physical / verbal threats made to staff or children Violent outbursts, verbal / physical Leaving school without permission Racist incidents School refusal
Any persistence of low level behaviours would move into the moderate level	Further incidents will result in additional time being lost.	Headteacher involved and incident entered into Serious incident log – date, details
<b>Sanctions / Procedures Low Level</b>	<b>Moderate level</b>	<b>Serious level</b>
Dealt with by Class teacher or TA Frown Verbal reminders given Withdrawing attention Repeat activity properly Move / sit alone Reward others Warning Related sanction e.g. completing work, cleaning up mess Time out in class	Dealt with in class and reported to Headteacher in weekly log. Time deducted from University of Glasshouses activity Time out in another class. Extra work Buddy system Reflect and write Contact with parents Informal parents meeting Loss of privileges Referred to SLT or Headteacher	Behaviour log completed (in class SEN/PP/G&T file Send to Headteacher Loss of University of Glasshouses activity. Missed break/lunch breaks Involve parents Involve SENCO Education Plan Weekly behaviour report Involve outside agency – staff liaise with HT/AHT to access support. PSP EWO referral Individual lunch arrangements Modified timetable Fixed term exclusion Permanent exclusion

#### Procedures in place when a child's behaviour is not acceptable

When children misbehave the class teacher will choose an appropriate sanction. In the majority of cases this will correct the behaviour and help the child to make positive changes. When this doesn't have the desired effect, further steps will be required. This will include the consulting with parents to help us address the poor behaviour.

When children are placed on an AMBER warning for MODERATE LEVEL 10 minute chunks of time are taken away from the child's activity. In this instance the child will attend the University of Glasshouses activity but sit out of the activity for the length of time and watch the rest of their group taking part. In the event a child loses 10 minutes of time they MUST be given the opportunity to learn from their mistake, correct their behaviour and show an improvement which will then be praised by them earning the time back before Friday.

Children will be monitored each week by the Class teacher reporting any loss of time to the Headteacher.

Any SERIOUS LEVEL behaviours will mean a total loss of University time and result in the child spending the time with the Headteacher or SLT. Parents will be informed if a child loses ALL of their University of Glasshouses time in a week. Only in the most extreme cases will poor behaviour ever result in exclusion.

#### Involving Parents

We encourage parents to take an active part in the life of our school and value the part that they can play in supporting our children's learning. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive behaviour. Information about ways in which parents can help their children is provided in the school newsletters and through parental consultations.

#### Inset Training Needs

In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training

#### Evaluation

The effectiveness of the policy will be measured by:-

- An improvement in attainment and progress

A reduction in the number of children being sent to the Headteacher

- A reduction in the number of children referred to external agencies for behaviour.
- Fewer incidents of disruption in class.

### EYFS

The EYFS follow the whole school approach and positive behaviour management strategies however we also recognise that there may also be subtle differences to support their social and emotional progress.

All children are involved in regular discussions about class expectations and praised for upholding these. The emphasis is on creating a happy, stable environment where adults and children respect each other and enjoy their time together.

### Children with Additional Needs

For children with additional needs, these approaches may need adapting. Some examples of possible strategies for bespoke behaviour plans follow:

- Individual behaviour charts with pupil specific rewards
- Tactical removal of attention
- Targeted time with a 1:1
- Building compliance through small, motivating target behaviours

If a separate behaviour plan is needed for a child, staff will gather evidence using an ABC form, liaise with each other and the SENDCo to agree strategies and draw up a Plan. Parents will be invited in to discuss

the situation and the plan. Outside agencies such as the Health Visitor and Early Years Team will be consulted as necessary.

In extreme circumstances when a child is deemed to be endangering themselves or others, an individual risk assessment will be completed to identify the risks and actions. There may be a need for staff to intervene physically, for example using themselves as a barrier, or lifting a child down to safety. If a child or member of staff is injured by another child, staff will complete the necessary paperwork to log the event.

Linked Policies NYCC Behaviour For Learning document , Child Protection policy, Safeguarding.