



Positive Behaviour Policy / Restorative Practice

Unicef articles: Article 28 (right to education) Article 29 (goals of education)

Policy:	Positive Behaviour
This Policy was approved:	Updated November 2021
This Policy will be reviewed:	November 2022
This Policy was amended to incorporate KCSIE 2021	September 2021
Governor committee responsibility:	Governing Body

Introduction

At Glasshouses Primary School, all adults working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. We take a zero tolerance approach. Behaviour is everyone's responsibility and at Glasshouses Primary School, children become part of a friendly cooperative environment where there is an atmosphere of mutual respect and trust. Every child is made to feel that they have a vitally important role to play in the life of the school where their achievements are recognised and acknowledged. Behaviour management is seen as an integral part of the curriculum that teaches social skills to all children. This policy deals with the majority of the children at Glasshouses Primary School. A small number of pupils may need an additional Individual Behaviour Plan or Pastoral Support Plan to help them succeed in school.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [KCSIE September 2021](#)
- [Up skirting Act 2019](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement (see Appendix 1) of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

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 interactions between staff and pupil and between pupils themselves.

Principles / Ethos

At Glasshouses Primary School, we build positive relationships with pupils, parents and colleagues by providing a safe, caring, learning environment where we treat each other with respect, understanding and dignity.

We:

- Understand that the quality of relationships and school climate are absolutely critical to successful children's learning
- Seek to establish strong meaning and connection for children, families and staff in social and academic context
- Implement principles of mutual respect and encouragement
- Focus on long term solutions at individual, class and school wide levels and view mistakes as opportunities to learn and misbehaviour as opportunities to practice critical life skills.
- We particularly focus on the RSHE units of **Caring Friendships** and **Respectful Relationships** to help children to recognise the characteristics of healthy and respectful relationships, and what to do when they are concerned about something that makes them feel unhappy or uncomfortable.

Aims and Objectives:

- To ensure the safety and wellbeing of every member of the school community;
- To ensure all members of the school community are valued
- To protect the school environment
- To teach pupils to have self-control and take responsibility for their actions
- To teach pupils that actions and choices have consequences
- To encourage parents to work in partnership with the school
- To equip every child with the values and skills (social, emotional, physical and academic) they will need to meet the challenge of being a 21st century citizen
- To work collaboratively as a staff, sharing skills and ideas for managing pupils' behaviour and to maximise the effectiveness of the curriculum and individual learning for every child

The school therefore provides an environment in which pupils are encouraged to:

- Show self-discipline and self-control
- Develop strong self-esteem
- Take ownership and accountability for their behaviour
- Have the right to learn
- Be independent
- Cooperate in learning
- Be honest
- Recognise, share and celebrate their own achievements and those of others and

- Be confident to talk to an adult about any concerns

Expectations

Children learn to behave by following positive role models. Children and staff at Glasshouses Primary School follow our CHAMPS values and Rights Respecting Ethos, where each other with respect, speak to each other politely and respect each other's right to be different. No one should deliberately set out to make another person feel uncomfortable or unhappy.

Expectations are displayed in every classroom and communal area in school and discussed regularly in lessons, staff meetings and during parent consultation meetings.

School Values

Our school values are developed by exploring the rights and responsibilities of the people who share this learning environment. We understand that everyone has the right to a high quality learning environment where everyone feels safe and valued.

These are displayed in classrooms, around the school and celebrated during weekly assemblies. Staff should ensure all the children within their class understand the

Values: CHAMPS

We respect everyone and

1. We make the right **choices** (both for our mental health and for physical health)
2. We are **honest**
3. We work to **achieve** our very best
4. We show good **manners**
5. We show **perseverance** and resilience
6. We keep ourselves and other **safe**

The Values are included in the home school agreement which parents at the point of admission.

Rewards and Sanctions

Rewards and sanctions at Glasshouses play an important part in teaching children how to control their own behaviour. We understand that people are driven by extrinsic and intrinsic motivation. We use **Star of the week** as extrinsic motivation. **Star of the week** is rewarded to the pupil who the teacher feels has made the most positive contribution to the class and/or made the most effort to promote our school principals and Growth Mindset ethos. Each week a certificate is given to the mathematician of the week – **Maths Maestro** - and the writer of the week - **Writing Whizz** and Reading reward – **Reader of the week** in each class, **PE Award and Presentation Award**. This is to reward effort **above and beyond** our normal high expectations. Each child is part of a team and can earn house points for demonstrating the CHAMPS Values.

At Glasshouses we believe that intrinsic motivation plays a much greater role in the development of children. Staff at Glasshouses encourage intrinsic motivation by making children feel good about doing the right thing, this might take the form of a thumbs up, a smile or a simple well done. We promote good behaviour, self-discipline and respect by teaching children how to behave rather than using sanctions for control. Negative behaviour is managed through post incident learning where staff teach children how to manage their own behaviour (see appendices). Staff explore the following three areas during post incident learning:

What happened?

How it made the pupil feel?

What the pupil can do the next time they feel that way?

Peer on peer/ child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future

Sexual violence and sexual harassment

Between children in schools context, sexual violence and sexual harassment can occur between two children of any age and sex from primary. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Staff reassure the victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report. Staff should be aware that some groups are potentially more at risk e.g. girls, children with special educational needs and disabilities (SEND), and LGBT.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

The school’s PSHE and RSE curriculum follows a progressive sequential programme and does teach children about consent and about healthy relationships.

Whilst not intended to be an exhaustive list, sexual harassment can include: • sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and • online sexual harassment. This may be standalone, or part of a

wider pattern of sexual harassment and/or sexual violence. It may include: • consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

The DSLs (designated safeguarding lead) (or deputy) is involved with leading the school on all such issues. Concerns are to be logged on CPOMS.

Upskirting. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim. The response to a report of sexual violence or sexual harassment. Concerns are reported on CPOMS and the DSL or Deputy made aware.

Anti-Bullying (see above)

At Glasshouses we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. More detail is outlined in our schools Anti Bullying Policy. We teach about different types of bullying including racist bullying, sexist bullying and homophobic bullying through PSHE and RHSE as well as during Anti-Bullying Week. We also teach the children how to respond to bullying that they may experience themselves or witness. This includes cyberbullying so that children can recognise the signs of cyberbullying and know the appropriate action to take to keep themselves safe. This is covered in the RSHE units on **Online Relationships** and **Internet Safety and Harms**.

Rewards

At Glasshouses we encourage good behaviour by:

- **Consistency** and making our CHAMPS expectations clear
- Acknowledging the children when they have behaved well or set an outstanding example to others
- Letting parents know how well their child/ren is/are doing
- Sending TEXTS to parents
- Phone calls to parents
- Emailing certificates to parents
- Giving the children responsible and interesting jobs to do around school
- Reminding them of correct behaviour, rights and responsibilities
- Sharing their achievements with the whole school in the celebration assembly
- Star of the Week certificates

.Glasshouses University time

- Providing the opportunity for pupils to have hot chocolate with the head
- In class reward systems (only if required and **only in prior agreement with the Head in line with the school ethos**)

Sanctions / Consequences

At Glasshouses, we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs. We identify vulnerable children in advance and use proactive strategies to identify/remove barriers that may make it difficult for them to follow and understand particular school values and procedures. We plan how to overcome these barriers, working with all staff and the parents of the child.

At Glasshouses, we understand that negative behaviour management strategies such as punishments for behaviour drive negative feelings that can often drive more negative behaviour and do little to create positive relationships.

Our priority is to teach pupils how to control their own behaviour rather than aim to control individuals through fear of punishment. We teach self-control at Glasshouses via the use of logical consequences (consequences that teach a more appropriate behaviour).

e.g. natural consequences.

- Missing playtime/lunchtime to make up lost learning time.

'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

Post Incident Learning

At Glasshouses, we deal with all incidents in a consistent and fair manner. We investigate incidents thoroughly and take account of individual children's needs and targets.

Post Incident Learning (PIL) is an integral part of our approach and is a consequence of all behaviours. The purpose of PIL is to teach children how to control their own behaviour and consider strategies for the future. PIL is a structured set of questions designed to help children choose more socially acceptable ways of managing their own behaviour. The areas children are encouraged to explore during PIL are the experience, the feeling and alternative behaviours.

PIL is carried out in a non-punitive way and may involve the staff member asking the child the following questions:

- What happened?
- How did it make you feel when that happened?
- What can you do the next time you feel that way?

If the behaviour does not improve

An Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP) will be put in place with the support of the SENDco. SMART targets will be identified in consultation with pupils and parents/carers. The targets will be reviewed every term (as a minimum) alongside pupil voice and a parents meeting. In the event that a child makes the wrong behaviour choices, it is the responsibility of staff to support them in making positive ones. The child will be given a warning as a chance to correct their behaviour before being given a consequence.

Fixed-Term and Permanent Exclusions

At Glasshouses, we believe that children have the right to learn. If a child seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents must meet the Headteacher to discuss the pupil's reintegration into school (NYCC's guidelines are followed).

Individual Behaviour Plan or Pastoral Support Plan

An Individual Behaviour Plan or Pastoral Support Plan will be drawn up for the pupil. The pupil may be referred to outside agencies for support. For cases of continued serious, unacceptable behaviour, consideration will be given to starting the process of permanent exclusion from the school. The decision to exclude a child can only be made by the Headteacher.

Physical Intervention

Principles within the Legislation

1. The use of reasonable minimum force to physically manage children and young people is permissible only in certain limited and defined situations.
2. Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a child or young person from doing, or continuing to do, any of the following:

A: committing any offence (or, for a child under the age of criminal responsibility (10 years), what would be an offence for an older pupil)

B: causing personal injury to, or damage to the property of, any person (including the child or young person themselves) or

C: prejudicing the maintenance of good order and discipline at the school or among any children or young people receiving education at the school, whether during a teaching session or otherwise.

2.1 The staff to which this power applies are defined in section 95 of the Act. They are:

a) any teacher who works at the school, and

b) any other person whom the head has authorised to have control or charge of children and young people. This includes support staff whose job normally includes supervising children and young people such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; can also include people to whom the head has given temporary authorisation to have control or charge of children and young people such as paid members of staff whose job does not normally involve supervising children and young people (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying on school-organised visits) 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.

How is Physical Intervention logged?

Staff report to a senior member of staff

Report incident of CPOMS under the 'Physical Intervention' category

Inform parents

Head and SENDco advise appropriate external agencies for support with personalised behaviour plan

Lunchtimes

At Glasshouses we expect the children to behave in a responsible manner in the dining hall and in the playground. We expect the children to enter and leave the dining hall in a sensible manner. Whilst eating their dinner, we expect them to talk quietly to their friends and stay seated until they have finished eating. When they have finished eating, the children should take their tray to the waste trolley and give it to the child on duty that day.

Lunchtime organisers/Kitchen staff must be an excellent role model for the pupils. They must encourage:

- Good table manners
- The correct use of cutlery
- Children to take their time to eat their lunch
- Children to play sensibly in the playground and

.Lunchtime clubs will take place as a preventative measure for some children

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 Children's convention. It was created through discussions with Children, House Captains, staff and parents during 'coffee and chat' sessions.

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

Monitoring and Review

At Glasshouses we understand that consistency is an important part of behaviour management. Consistency of this policy will be addressed at two levels. The first level will involve everyone in the school taking ownership of the policy and recognising when people's rights are not being considered. The second level is the monitoring undertaken by the Senior Leadership Team. This will ensure that there is consistency of approach to behaviour throughout the school. Part of the monitoring will be ongoing and relate to observations of children's behaviour during lessons, assemblies, lunchtimes and playtimes.

Reviewed: Autumn 2021

Next Review: Autumn 2022

Appendix 1: written statement of behaviour principles (linked to the Unicef articles)

- Every pupil understands they have 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 and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the 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 body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.