



Glenleigh Park Primary Academy and Nursery

"Growth, Perseverance, Positivity, Achievement"

Behaviour Policy

2024-25

At Glenleigh Park Primary Academy, our behaviour policy helps us to create a nurturing, stimulating and secure environment in which pupils and staff feel **safe**, are able to **learn**, and **feel good about themselves**. Our policy is designed to promote and create a framework for achieving pro-learning and pro-social behaviours that encourages our pupils to be successful, both at school and the future.

This policy follows and adheres to the legal guidance set out in both the DfE document 'Behaviour and discipline in schools – Advice for Head of Schools and school staff' and the Equality Act, 2010, and seeks to safeguard all our pupils, including those with special educational needs and disabilities.

Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE 2024, please see the school Safeguarding Policy for full information. Repeated incidents of inappropriate behaviour or changes in behaviour will be considered by staff as a potential safeguarding concern. Staff will consult with the safeguarding lead when necessary. Inappropriate behaviour between peers will be challenged and considered using KCSIE 2024, to see if they are abusive in nature.

Our Approach

We believe that if pupils do not meet our expectations, it is because one (or more) of their needs is not being met. The missing need acts as a stressor and causes the pupil to respond using their emotional brain, as opposed to their cognitive brain, therefore acting in an irrational way. We aim for pupils to become happy individuals who feel good about themselves and have an intrinsic motivation, and the skills required, to learn and behave pro socially in different contexts. For this reason, when dealing with challenging behaviour, we aim to build pupils' skills and self-esteem as opposed to using punitive measures which reduce self-esteem.

Aims and Purpose

Through our Behaviour Policy, we are determined to:

- Ensure a **consistent** and **insistent** approach throughout the school, starting in nursery.
- Ensure that individual pupils' needs (or stressors) are taken into account and their skills are developed.
- Work in partnership with parents from the earliest appropriate time.
- For the whole school community to have ownership of the policy
- Nurture our pupils to enable them to develop self-regulation skills and understand the impact of their behaviour on others.
- Ensure that our pupils have positive self-esteem and are able to demonstrate self-advocacy.

Vision and Values

At Glenleigh Park Primary Academy, we are committed to ensuring all children reach their full potential. We strive for children to feel **happy, safe** and able to **learn**. This is underpinned by extremely high expectations, effective relationships and a welcoming ethos. We strive for our children to have positive attitudes, challenge themselves and develop strategies to become independent learners.

At Glenleigh Park we aim to build a culture and environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

Our Behaviour for Learning Policy is underpinned by our GPPA values which are:

- **GROWTH**
- **PERSEVERANCE**
- **POSITIVITY**
- **ACHIEVEMENT**

These values underpin all elements of our Behaviour Policy and are displayed in all classrooms and throughout the school, as a reminder to pupils of the values they should be demonstrating.

Relationships

We believe that nurturing and caring relationships are essential to ensure that pupils feel happy and safe within their learning environment. For this reason, we pride ourselves on the nurturing relationships that staff build with pupils, ensuring that they get to know pupils well and are aware of their individual interests and strengths, as well as their barriers to learning.

We expect pupils to come to school to learn and teachers to come to school to teach. Both should be able to do so to the best of their ability. We have high expectations of behaviour both inside and outside of the classroom, in order to keep the whole school community safe and allow all children the right to learn.

Leadership and Management

The school leadership team is highly visible. Leaders routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

Glenleigh Park Primary Academy has three Assistant Heads, part of their role is to be responsible for managing, developing and maintaining high quality pastoral provision which enables excellent teaching, excellent learning outcomes and success for all pupils by supporting children in being ready to learn.

In practice, this involves monitoring behaviour incidents around the school and supporting staff in following the Behaviour Policy, consistently, and supporting staff in liaising with parents. The Assistant Heads support staff in implementing Coaching for Change Support Plans as needed and monitors their review and impact. It is the responsibility of the class teacher to implement the actions set. Monitoring of behaviour across the school will include the analysis of CPOMs data and all staff are expected to log and/or action all incidents logged. Behaviour is a standing item on SLT agendas and key stage meetings.

The Head of School and Assistant Heads will monitor behaviour and provision for individual children during their termly behaviour review meetings.

All Staff

All staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the Glenleigh approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school Behaviour Policy. All staff should support pupils to meet the school expectations. All staff will use the agreed management signals and language (appendix 1)

School and Home

We aim to work collaboratively with parents/carers in supporting the behaviour of children. We recognise that positive relationships between school and home are essential in reinforcing positive behaviours and we work hard to develop supportive partnerships. There may be times when we ask parents to attend meetings with teachers and other members of staff, to put in place structured behaviour support for children. If a child is being disruptive, we may ask parents and carers to come into school, at short notice, to support us in managing their behaviour.

Teachers have the legal power to discipline pupils for misbehaving outside of school premises to 'an extent that is reasonable'. Any incidents reported to staff occurring outside of school will be discussed with the pupil's parents

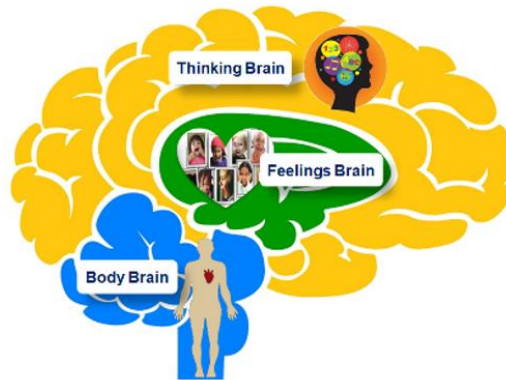
Pupil Involvement

We believe that pupil involvement is essential, therefore we begin each academic year by agreeing class charters with pupils as a collaborative exercise. Class Charters are linked to the three rights we all agree are essential to a pro social and pro learning environment; **everyone has the right to feel safe, be able to learn and feel good about themselves**. All children are expected to demonstrate the same high levels of behaviour wherever they are in the school, including the dinner hall, in the corridors and outside on the playground.

Curriculum

At the start of the year, our curriculum focuses on teaching The Empowerment Approach (known to the pupils as Building Better Brains).

Pupils in all year groups are taught about their three brains – their cognitive (or thinking) brain, their emotions (or feelings) brain and their body brain.



Pupils learn about the neural pathways in the brain and the fact that, through new learning, the neural pathways can be changed and altered, therefore understanding that behaviour can be changed.

Pupils also learn that in times of stress, where unmet needs become stressors, our cognitive (or thinking) brain disengages and our emotional (or chimp) brain takes over (known as flipping their lid). We therefore respond to events without rational thinking.

Pupils go on to learn about their physical, emotional and cognitive needs that enable them to learn. Pupils are taught how to recognise which of their needs are missing and the strategies that they can use to support them to be independent.

Later as the year progresses, pupils are taught about the cognitive needs (executive function skills) and the strategies that can support the development of executive function skills, something that is essential to learning.

Consequences

We believe that pupils should learn from their behaviour to actively strive to improve behaviour. We believe that pupils should learn the natural consequence of their actions. We actively encourage pupils to reflect upon their behaviour, and teach the natural consequences of not meeting expectations. For example, if we are kind to others, the natural consequence is that they will want to be friends with us, as they feel safe and happy around us. If we are unkind, the natural consequence is that others will not feel happy and safe around us and will therefore not want to be friends with us.

Prep for Best

Staff should always 'prepare for pupils to do well'. This means making sure lessons and the classroom environment reduce stressors and help pupils to learn at their best and manage their difficulties successfully. Providing learning and environmental scaffolds such as writing frames, talking buttons, sensory cushions, ear buds and micro-environments will support pupils effectively to cope with poorly developed executive function skills.

Acknowledging good behaviour

We believe that acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and values of Glenleigh Park. Positive reinforcements and rewards are used clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

All classes have a marble jar as a whole class reward system. Marbles can be earned as a whole class for showing excellent cooperation and behaviour as a group as well as individually for modelling the school's expectations. Marble can be given to pupils by any member of staff in the school. Once the jar is full, the class receive a joint reward decided on together by the teacher and the children. Marbles should not be removed from the marble jar as a consequence.

In addition, rewards in individual classes may consist of: verbal praise, encouragement stickers, stars, merits and certificates for achievements. Teaching Assistants work with the class teacher to support this positive ethos.

Each class teacher will choose one pupil from their class to receive a Star of the Week award which is published in the weekly newsletter.

Once every term (6 times a year) there is an achievement assembly. In this assembly children receive awards for demonstrating the Glenleigh Park values, improved attendance and sportsmanship.

Supportive Intentions (school system)

When a pupil is not managing, adults will help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving. Staff will use the language of **Calm Connect Support** (appendix 2) If a pupil's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the pupil to remain in the class. However, **how** this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the pupil find a place to be where they and others around them can feel good and successful. **The intention will be to secure the best achievement for all pupils – the pupil and the rest of the class.**

Staff will follow the Behaviour flow chart (appendix 3)

Extreme behaviour or repeated poor behaviour

We recognise that where individual pupils are engaging in continuing inappropriate behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this Behaviour Policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils.

Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Parent/ carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

Please read the school's Special Educational Needs Policy and SEN Information Report for more information.

Removal from classroom

If a teacher or member of staff has used every strategy including discussing the inappropriate behaviour with the child, a child may need to be taken out of class. Removal from the classroom is considered a serious sanction. It is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents are informed on the same day if their child has been removed from the classroom. All internal exclusions (removal from class) are added to CPOMs.

Repeated inappropriate behaviour is always reported to the Head of School or Assistant Heads. Parents will be asked to help to support their child in amending their behaviour. A record of events, both in class and in other areas, will be kept on CPOMs and the child's behaviour closely monitored. Parents are to be kept informed. The Assistant head for Inclusion and outside agencies may become involved to help the family and the school. The school may refer to East Sussex educational services should additional behaviour advice or support be required.

Serious or dangerous behaviour is reported to the Head of School or Assistant Heads straight away. Parents may be asked to come into school immediately to discuss ways forward to change and rectify behaviour before a decision will be made on whether their child can return to class. A pupil whose behaviour repeatedly does not meet the school's agreed expectation and if their behaviour could seriously jeopardise the health and safety of others, their parents/carers may be asked to accompany their child on external trips so they do not miss the learning experience.

- A suspension may occur
- A Permanent Exclusion may occur but this is a rare occurrence in our school.
- Corporal punishment is not used, in accordance with the Education Act (no 2) 1996.
- Detentions are not used.

Suspensions and Exclusion

As a last resort, when a pupil's behaviour is extremely non-compliant, the Head of School may make the decision to issue a suspension. Decisions regarding suspensions and permanent exclusions are made by the Head of School and will be dealt with in line with the statutory guidance on exclusions (Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2022 and Behaviour in Schools February 2024).

The decision to issue a fixed term suspension from school will be given under one of the following areas:

- Physical Assault against pupil
- Physical Assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Inappropriate use of Social Media and online technology
- Bullying
- Racist Abuse
- Sexual Misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Wilful and repeated transgression of protective measures in place to protect public health
- Use or threat of an offensive or prohibited weapon

- Abuse against sexual orientation / gender identity
- Abuse relating to disability
- Other

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

The decision to issue a Permanent exclusion from school would only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Reintegration meetings are planned and take place with a member of SLT on the morning that the pupil returns to school following a suspension. The purpose of these meetings is to plan supportive measures to make the return to school successful for the pupil. Goals and expectation will be agreed with the pupil, parents and school.

Aurora Academies Trust take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those pupils who are suffering harm.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual pupil. All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.

Additional Information Related to Behaviour

Attendance

Attendance is essential in the school's continuous drive to improve attainment for all pupil groups.

Ofsted state that in a school where personal development, behaviour and welfare is 'Good':

"Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement."

- Pupils are expected to attend school regularly.
- Regular attendance is valued within the school.
- Where a pupil's attendance is not considered regular, the school's Attendance Officer will begin the process of informing parents; there will be an expectation that the pupil's attendance should improve.
- The school may refer to TASS for additional attendance support.
- In cases where a child's attendance is poor and where previous interventions, such as meetings with parents and warning letters, has not had the desired impact in improving attendance, the school reserves the right to issue fixed penalty notices; the value of this fine is currently £160 per parent per child with a reduction to £80 per parent per child if paid within 21 days (National Framework for Penalty Notices – August 2024) Parents have the right to seek further advice on this fine.

We are aware that for some pupils attending school full-time can be a challenge. Therefore, in consultation with parents/carers for some pupils an agreed flexible learning timetable will be put in place. With this in mind, a flexible learning timetable must not be treated as a long-term solution. Any pastoral support

programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a flexible learning timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

Searching and Screening

(Department for Education Guidance: Searching, Screening and Confiscation January 2018)

The Head of School and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco/vapes and cigarette papers

In addition to this school staff can search pupils for any item if they agree.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline

Reasonable Force

Use of Reasonable Force (Department for Education Guidance: Use of reasonable force July 2013).

Legally all members of staff in a school have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. At Glenleigh Park we avoid positive handling unless a pupil is a danger to themselves or others. The school will always record if they do have to positively remove a child in CPOMs and CPOMS and inform parents/carers.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts

Alcohol and drugs

At Glenleigh Park we do not allow alcohol on the premises. If school fairs take place, alcohol used as prizes will only be given to over 18s to take home.

All schools are smoke free sites and it is illegal to buy cigarettes (or for someone else to buy them) for anyone under the age of 18.

We have a clear medicines policy for any pupil requiring prescribed drugs /medication. Any illegal drugs found on a pupil will have them confiscated and our disciplinary procedures will be followed.

Supplementary policies

Allegations of Abuse Against Staff Policy

Anti-Bullying Policy,

Attendance Policy,

Safeguarding and Child Protection Policy,

Special Educational Needs and Disabilities (SEND) Policy,

Supporting Pupils with Medical Conditions Policy

Glenleigh Park Primary Academy

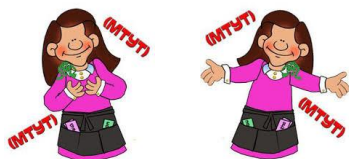
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At Glenleigh Park we have different management signals and phrases:



Team Stop



My Turn, Your Turn



Magnet Eyes



Turn to Your Partner



1, 2, 3

*Everyone has the right to feel safe
Everyone has the right to learn
Everyone has the right to feel good about themselves*

Good for me, good for you, good for everybody

Prep 4 best

Calm and quietly

What they mean:

Team stop – this is how we ask children to stop what they are doing and focus on the adult. Children are calm, quiet and not doing anything else (e.g. not writing).

My turn, your turn – asking them to repeat what you have said.

Magnet eyes – focus your attention on me (often after team stop).

Turn to your Partner – talk to your partner about the subject I have asked you to.

1, 2, 3 – you can assign different focuses to the 1, 2, 3 (e.g. lining up).

In Key Stage 1 they know that if they are on the carpet, it means:

1 – stand up

2 – go to your chair

3 – sit down

If they are sitting at their tables, it means the reverse. Keystage 2 use it for lining up from their seats but also other instructions.

Everyone has the right .. – this is a motto all the children know and are invested into. It is how we explain to them why they need to be safe on the playground, in the classroom; why they need to not disrupt themselves and others etc.

Good for me... - this is how we explain they are doing something correct or they need to modify their behaviour e.g. "It is good for me that you are sitting nicely" or "It is not good for you or your friend's learning that you keep talking to them."

Prep 4 best – this is when you discuss with the children your and their expectations for the lesson/day. Useful tools are the class charter and the Glenleigh Park Agreed Expectations which are displayed in each class.

Calmly and quietly – this is our expectation of how the children conduct themselves around the school. We remind them of this when they are lining up and as they walk around the school. They also have a line order that is normally printed near the door.

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Calm Connect Support Ideas

"I can see you're finding this hard"

"I'm worried that this is not safe for you"

"At Glenleigh Park we"

"It's not good for you when...."

"I notice that"

"You're doing so well with...."

"I can see you're really struggling at the moment"

"Can we think of a different/better way?"

"What's happening for you today?"

"How can we help you with..."

"I can see...."

"I've noticed...."

"Shall we write it down?"

"What may help you right now?"

"Is that good for you? Me? Everyone?"

"That must be really tough"

"Is there someone you want to talk to about this?"

"Shall we do some problem solving?"

"How did you feel?" "How did they feel?"

"I can see you're not ready to talk right now"

"What might help right now?"

"That must be really difficult for you"

"I can see you're finding that difficult" "I can see you're finding it tricky"

"Can you show me or tell me what needs aren't being met?"

"How did that make you feel?"

Appendix 3

Behaviour levels

Level 1
Low level disruption Not following instructions Leaving the classroom Not following management signals Swinging on chair Calling out Work avoidance Play fighting Throwing (non-dangerous) items in class Bad language inc. swearing (undirected)
Level 2
Repeated level 1 behaviours (following min. 3 coaching conversations) Running away or hiding from adults Physical behaviour including: pushing, pinching, poking, pulling hair, hitting, kicking Bad language including swearing (directed at a child/ adult) Name calling (directed at a child/adult) Throwing (dangerous/ larger) items in class Damaging property
Level 3
Repeated level 2 behaviours (following min. 3 coaching conversations) Sustained/ intentional/ deliberate/unprovoked violent behaviour towards children or adults Intentional vandalism of property Intentional endangering of themselves and others Discrimination Bullying (ongoing, repeated and targeted behaviour towards a child or group of children)

Child-on-child sexual violence and sexual harassment – we follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

The designated safeguarding lead (or deputy) will advise on the school's initial response and each incident will be considered on a case-by-case basis.

At Glenleigh Park we promote prosocial behaviour therefore any sexual violence and/or sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned.

Through our wellbeing lessons we emphasise the importance to staff and pupils of challenging all inappropriate language and behaviour between pupils. We refer to the Respectful School Communities

toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. We do not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up.

Behaviour Flow Chart

