

# THE GLEBE PRIMARY SCHOOL

## Behaviour Policy





## Behaviour Policy

### The Glebe Primary School is a Rights Respecting School.

This policy is underpinned by our continued commitment to UNICEF and the UN Convention of Rights of the Child. It links directly to the following articles of the UN Convention of Rights of the child. Children's rights and responsibilities:

Article 14 - Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 28 - All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 - Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not

### **1. Aims**

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all pupils

Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **2. Legislation, statutory requirements and statutory guidance**

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

› [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2024](#)

› [Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

› [The Equality Act 2010](#)

› [Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

› [Supporting pupils with medical conditions at school](#)

- › Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in any area of school in lessons, between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying, including cyberbullying
- › Vexatious behaviour - deliberately acting in a manner so as to cause annoyance or irritation
- › Physical assault resulting in injury
- › Use of inappropriate language, eg. Swearing
- › Truancy and running away from school
- › Refusal to comply with disciplinary sanctions
- › Sexual violence
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking or vaping

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, E-cigarettes, vapes and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The governing body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

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

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs on CPOMS (Child Protection Online Management System) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using cpoms (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

At The Glebe Primary we promote positive behaviour across all that we do. Through assemblies, our PHSE and RRSA curriculum, we teach children to be respectful of each other and their environment. Children need to be taught how to behave in an appropriate way with high expectations and support where needed.

Pupils are expected to:

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

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Mobile phones are not allowed to be used by children while in school. Children in Years 5 and 6, who may be walking to and from school, can hand their phone to a member of their year group staff and these are stored securely until home time. Children from Nursery to Year 4 should

not bring any mobile phones into school, unless in exceptional circumstances, where permission will need to be gained from the Headteacher and the phone stored in the school office.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display The Glebe Primary School Rules: Be Ready, Be Respectful, Be Safe

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Encouraging restorative conversations
- Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

At The Glebe Primary School positive behaviour will be rewarded with:

- Verbal praise

- Stickers
- Communicating praise to parents either verbally, via a phone call or written correspondence (positive notes home)
- Bee Reward System at EY and KS1
- Praise Points System at KS2 with a shop at the end of the week to convert points
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as head boy or head girl
- Whole-class or year group rewards, such as extra playtime (Pom poms in the jar)

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will firmly and calmly respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of restorative questions, pre-arranged scripts and phrases.

### Consequences

Consequences are applied consistently by all staff, but with the provision of flexibility to take account of individual circumstances.

We have an agreed system of consequences which all children understand. Restorative conversations should be held wherever appropriate at the earliest possible stage, dependent on the nature of the behavior.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence, this may include immediate permanent exclusion.

If unacceptable behaviour occurs:

Step 1: Use usual strategies: e.g. Polite but firm requests, one warning, consider repositioning, separating etc. Where work has not been completed during the lesson due to poor behaviour, pupils may be asked to stay in for part of break or lunchtime to complete. Children should never miss the whole of their breaktime at this step. If children refuse to do this, work may be sent home. A VERBAL WARNING WILL BE GIVEN.

Step 2: Give a final warning: Give a final warning, using the agreed phrase, 'You have a final warning. This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

*If the behaviour continues, move onto step 3.*

Step 3: Time Out (A)

- Child told they have a time out A
- Child sent to designated area of classroom.

- 5-10 minutes (age appropriate), sitting alone in order to reflect, calm down etc. without causing disturbance.

A restorative conversation must be held with the child following this step.

If child's behaviour improves, they may return to lesson.

If child's behaviour improves, return to lesson.

*If not, or if child refuses, move to Step 4*

Step 4: Time Out (B)

- Child escorted to designated colleague (usually team leader) along with work.
- Up to 1 hour/session working alone without causing disturbance
- Teacher records Time Out B as "Behaviour" on cpoms & informs parents/carers.

If behaviour improves, return to class.

*If not, or if child refuses, move to Step 5*

Step 5: Time Out (C)

- Child escorted to Deputy Head Teacher/Head Teacher
- Up to half a day working alone without causing disturbance
- Record who, when, why.
- Parents informed.
- Teacher records Time Out C as "Behaviour" on cpoms

If behaviour improves return to class.

*If not or if child refuses, move to Step 6*

Step 6: Internal Exclusion. Note: Only the Headteacher (or Deputy Headteacher in Headteacher's absence) can authorise this step.

- Child has no contact with own class or classmates.
- No access to extra-curricular or enrichment activity.
- Parents informed.
- Teacher records internal exclusion as 'Behaviour' on cpoms

If behaviour improves, return to class with a Behaviour Support Plan in place.

*If not move to Step 7*

Step 7: Fixed Short Term Suspension

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child stays on Behaviour Support Plan for a minimum of 2 weeks.
- Behaviour reviewed with parents weekly.

If behaviour improves gradual removal of support plan.

*If not move to follow local authority guidance on suspensions and exclusion with permanent exclusions in the most serious of circumstances.*

Any incident of mis-behaviour will be followed up at a later time.

The children in Early Years will continue to follow the school's behaviour routines, with some reasonable adaptations to ensure it is appropriate for their age. Restorative conversations will happen between every step to ensure children are learning appropriate boundaries and learn from their interactions. Children will use a visual chart displayed throughout Early Years to follow the sequence and understand where their next steps are. Lots of visual aids will support children to understand the behaviour sequence, these will be used instead of cards as it is more practical within the provision.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. The school will ensure that all discipline is reasonable in all circumstances and will consider the pupils age, religious requirements, SEMH needs, any SEND and any other relevant information.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

## **7.5. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Restorative Conversations
- Reintegration meetings
- Daily contact with a named key person
- Personalised behaviour goals

## **7.6 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- > Causing disorder
- > Hurting themselves or others
- > Damaging property
- > Committing an offence

Incidents of reasonable force must:

- > Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on cpoms and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.7 Confiscation, searches, screening

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

#### School Policy on Searches

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails - e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, Deputy Headteacher or Deputy Safeguarding Lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks

- Lockers

## Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed below), including incidents where no items were found, will be recorded in the school's safeguarding system.

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil

Not be a police officer or otherwise associated with the police

Not be the headteacher

Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.8 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.9 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9.i Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally
  - o Refer to early help

- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our procedures for dealing with allegations against staff, for more information on responding to allegations of abuse against staff or other pupils.

## **8. Responding to misbehaviour from pupils with SEND**

### **8.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Some strategies may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **8.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## 9. Pupil transition

### 9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 10. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- > The proper use of restraint
- > The needs of the pupils at the school
- > How SEND and mental health needs can impact behaviour
- > Behaviour management will also form part of continuing professional development.

## 11. Links with other policies

This policy links to our policies on Safeguarding, Inclusion, Looked After Children, Anti-Bullying, Personal Social Health Education (PSHE) including Sex and Relationships Education (SRE), Special Educational Needs and Disabilities (SEND) and Mental Health and Well-Being. Links with the Mental Health and Well-Being are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed, or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

## **Appendix 1 - Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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 suspensions and 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.

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

## Appendix 2 – Staff version of behaviour key steps



At the Glebe, we stay fast to 3 rules:  
'Be ready, be respectful, be safe.'

At The Glebe, we have high expectations of behaviour. All staff in school respond to maintain a calm and safe learning environment, which prevents recurrence of misbehaviour. Staff are always fair and consistent to address any misbehaviour. Children are given time to de-escalate and restorative questions are used following any incidents of misbehaviour.

### **Consequences**

There are times when agreed consequences are needed following incidents of misbehaviour. Staff will always decide on the most suitable consequence depending on the behavior displayed. Restorative conversations should be held wherever appropriate at the earliest possible stage, dependent on the nature of the behavior.

If unacceptable behaviour occurs, these are the steps that staff will take:

**Step 1:** Staff will ask children to behave appropriately; children may be moved or separated from other pupils in the class and if work is not completed during the lesson, children may be asked to stay in for part of break or lunchtime to complete it. (Children should never miss the whole of their breaktime at this step.) If children refuse to do this, work may be sent home. **A VERBAL WARNING WILL BE GIVEN.**

**Step 2:** If the behaviour continues, children will be given a final warning: Use the agreed phrase, 'You have a final warning. This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

*If the behaviour continues, move onto step 3.*

**Step 3:** Time Out (A)

- Child given a Time Out.
  - Child sent to designated area of classroom (this may be the quiet room or the wet area immediately outside the classroom).
  - 5-10 minutes (age appropriate), sitting alone **in order to reflect, calm down etc.** without causing disturbance - children may use the 'get back to green box' if appropriate.
- A restorative conversation must be held with the child following this step. If child's behaviour improves, they may return to lesson.

*If not, or if child refuses, move to Step 4.*

**Step 4:** Time Out (B)

- Child escorted to designated colleague (usually team leader) along with work.
- Up to 1 hour/session working alone without causing disturbance
- Teacher records Time Out B as "Behaviour" on cpoms & informs parents/carers.

If behaviour improves, return to class.

*If not, or if child refuses, move to Step 5.*

**Step 5:** Time Out (C)

- Child escorted to Deputy Head Teacher/Head Teacher
- Up to half a day working alone without causing disturbance
- Record who, when, why.
- Parents informed.
- Teacher records Time Out C as "Behaviour" on cpoms

*If behaviour improves return to class.*

*If not or if child refuses, move to Step 6*

**Step 6:** Internal Exclusion. Note: Only the Headteacher can authorise this step.

- Child has no contact with own class or classmates.
- No access to extra-curricular or enrichment activity.
- Parents informed.
- Teacher records internal exclusion as 'Behaviour' on cpoms

*If behaviour improves, return to class with a Behaviour Support Plan in place.*

*If not move to Step 7.*

**Step 7:** Fixed Short Term Suspension

- Parents, Chair of Governors, LA Officer informed by letter.
- Parents may make representations to Governors.
- Governors may meet but cannot reinstate.
- Upon return to school, child stays on Behaviour Support Plan for a minimum of 2 weeks.
- Behaviour reviewed with parents weekly.

*If behaviour improves, gradual removal of support plan.*

*If not move to follow local authority guidance on suspensions and exclusion with permanent exclusions in the most serious of circumstances.*

For recurrent incidents of misbehaviour in school, where these steps are not proving effective, children may be placed on a behaviour support plan with agreed targets. This will be agreed with the Head Teacher / Deputy Head Teacher and parents and will be reviewed regularly.

## Appendix 3 - EYFS Behaviour Key Steps



At the Glebe, we stay fast to 3 rules:  
'Be ready, be respectful, be safe.'

At The Glebe, we want all children to work hard and behave well. All staff in school work hard to make sure all children can learn in a calm and safe learning environment without incidents of misbehaviour. Staff at The Glebe are fair and consistent and always give children the chance to 'get back to green' and discuss their behaviour once they are calm.

### Consequences

There are times when agreed consequences are needed following incidents of misbehaviour. This may be in class, at breaktime or at lunchtime.

Staff will work together to decide what the most suitable consequence is. Sometimes parents will need to be involved in these discussions depending on how serious the behaviour is.

If unacceptable behaviour occurs, these are the steps that staff will take:

Step 1: Staff will ask you to behave appropriately; you may be moved or separated from other children in the class. You may be asked to move to another area of the classroom to encourage more sensible choices. If you refuse to do this, your parents will be informed.

A VERBAL WARNING WILL BE GIVEN. You will now have a chance to make the right choice and do as you are asked.

A restorative conversation will be held with the child following this step.

Step 2: If the unacceptable behaviour continues, you will be given a final warning. The member of staff who gives this to you will say, "You have a final warning. This is your final warning. Do you understand?" This means that if you do not make the right choice and you continue with your unacceptable behaviour, there will be further (more serious) consequences. Staff will use the visual grid to show the child they are on a final warning.

Step 3: If the behaviour continues, you will move to Time Out

- You will be given a Time Out and this will be shown on the visual grid.
- This means you will be sent to a specific area of classroom (this may be the quiet room or the wet area immediately outside the classroom).
- You will spend 3-5 minutes (age appropriate), sitting alone **in order to reflect, calm down etc.** without causing disturbance - you may use the 'get back to green box' if appropriate. A visual timer may be used to support regulation.

If you make the right choice, calm down and your behaviour improves, you may return to the provision.

A restorative conversation must be held with the child following this step.

Sometimes, if your behaviour is persistent and continues despite these warnings, there are other consequences the staff can give you.

- You can use a visual behaviour chart to make a conscious improvement.
- Your parents/carers may be asked to agree a plan with Mrs Moralee to help improve your behaviour in school.
- If your misbehaviour is very serious, you may be asked to work at home for a number of days until you show you can behave appropriately and come back into school.

## Appendix 4 – KS1 Version of Behaviour Key Steps



At the Glebe, we stay fast to 3 rules:  
'Be ready, be respectful, be safe.'

At The Glebe, we want all children to work hard and behave well. All staff in school work hard to make sure all children can learn in a calm and safe learning environment without incidents of misbehaviour. Staff at The Glebe are fair and consistent and always give children the chance to 'get back to green' and discuss their behaviour once they are calm.

### Consequences

There are times when agreed consequences are needed following incidents of misbehaviour. This may be in class, at breaktime or at lunchtime.

Restorative conversations will help you understand what has happened and help to make sure it does not happen again.

Staff will work together to decide what the most suitable consequence is. Sometimes parents will need to be involved in these discussions depending on how serious the behaviour is.

If unacceptable behaviour occurs, these are the steps that staff will take:

**Step 1:** Staff will ask you to behave appropriately; you may be moved or separated from other children in the class and if work is not completed during the lesson, you may be asked to stay in for part of break or lunchtime to complete it. (You should never miss the whole of your breaktime at this step.) If you refuse to do this, work may be sent home and your parents will be informed.

**A VERBAL WARNING WILL BE GIVEN.** You will now have a chance to make the right choice and do as you are asked.

**Step 2:** If the unacceptable behaviour continues, you will be given a final warning. The member of staff who gives this to you will say, "You have a final warning. This is your final warning. Do you understand?" This means that if you do not make the right choice and you continue with your unacceptable behaviour, there will be further (more serious) consequences.

**Step 3:** If the behaviour continues, you will move to Time Out (A)

- You will be given a Time Out.
- This means you will be sent to a specific area of classroom (this may be the quiet room or the wet area immediately outside the classroom).
- You will spend 5-10 minutes (age appropriate), sitting alone **in order to reflect, calm down etc.** without causing disturbance - you may use the 'get back to green box' if appropriate.

If you make the right choice, calm down and your behaviour improves, you may return to lesson.

**Step 4:** If your behaviour does not improve or you refuse to follow these instructions, you move to Time Out (B)

- You will be asked to go to another teacher in your area of school (usually team leader) and take your work.
- You will stay with that teacher for up to 1 hour/session working alone without causing disturbance. You will be expected to complete your work.

• Your teacher will record this behaviour for Mrs Moralee and Mrs Carnelly to see & will inform your parents/carers.

If you make the right choice, complete your work and your behaviour improves, you will return to class.

Sometimes, if your behaviour is persistent and continues despite these warnings, there are other consequences the staff can give you.

- You may be asked to work outside Mrs Moralee's or Mrs Carnelly's office away from your class.
- Your parents/carers may be asked to agree a plan with Mrs Moralee or Mrs Carnelly to help improve your behaviour in school.
- If your misbehaviour is very serious, you may be asked to work at home for a number of days until you show you can behave appropriately and come back into school.

## Appendix 5 – KS2 Version of Behaviour Key Steps



At the Glebe, we stay fast to 3 rules:  
'Be ready, be respectful, be safe.'

At The Glebe, we have high expectations of behaviour. All staff in school work hard to make sure all children can learn in a calm and safe learning environment without incidents of misbehaviour. Staff at The Glebe are fair and consistent and always give children the chance to 'get back to green' and discuss their behaviour once they are calm.

### **Consequences**

There are times when agreed consequences are needed following incidents of misbehaviour. This may be in class, at breaktime or at lunchtime.

Restorative conversations will help you understand what has happened and help to make sure it does not happen again.

Staff will always decide on the most suitable consequence depending on the behaviour displayed. They may work together to decide this. Sometimes parents will need to be involved in these discussions depending on how serious the behaviour is. For swearing or physical behaviour, staff will decide which step you need to start on, depending on how serious it is.

If unacceptable behaviour occurs, these are the steps that staff will take:

**Step 1:** Staff will ask you to behave appropriately; you may be moved or separated from other pupils in the class and if work is not completed during the lesson, you may be asked to stay in for part of break or lunchtime to complete it. (You should never miss the whole of your breaktime at this step.) If you refuse to do this, work may be sent home and your parents will be informed. **A VERBAL WARNING WILL BE GIVEN.** You will now have a chance to make the right choice and do as you are asked.

**Step 2:** If the unacceptable behaviour continues, you will be given a final warning. The member of staff who gives this to you will say, "You have a final warning. This is your final warning. Do you understand?" This means that if you do not make the right choice and you continue with your unacceptable behaviour, there will be further (more serious) consequences.

**Step 3:** If the behaviour continues, you will move to Time Out (A)

- You will be given a Time Out.
  - This means you will be sent to a specific area of classroom (this may be the quiet room or the wet area immediately outside the classroom).
  - You will spend 5-10 minutes (age appropriate), sitting alone **in order to reflect, calm down etc.** without causing disturbance - you may use the 'get back to green box' if appropriate.
- If you make the right choice, calm down and your behaviour improves, you may return to lesson.

**Step 4:** If your behaviour does not improve or you refuse to follow these instructions, you move to Time Out (B)

- You will be asked to go to another teacher in your area of school (usually team leader) and take your work.
- You will stay with that teacher for up to 1 hour/session working alone without causing disturbance. You will be expected to complete your work.
- Your teacher will record this behaviour for Mrs Moralee and Mrs Carnelly to see & will inform your parents/carers.

If you make the right choice, complete your work and your behaviour improves, you will return to class.

**Step 5:** If your behaviour does not improve or you refuse to follow these instructions, you move to Time Out (C)

- You will go to Mrs Carnelly or Mrs Moralee with work from your teacher.
- You will spend up to half a day working alone without causing disturbance outside their office.
- This behaviour will be recorded and your parents/carers will be informed.

Sometimes, if your behaviour is persistent and continues despite these warnings, there are other consequences the staff can give you.

- You may be given a behaviour support plan, where Mrs Moralee and/or Mrs Carnelly meet with your parents to decide targets for your behaviour. This will be written down in a plan and checked by all staff and your parents regularly.
- You may be asked to work outside Mrs Moralee's or Mrs Carnelly's office for up to 5 days (Internal Exclusion). Your parents will be informed and you will not be allowed any contact with your own class or classmates.
- You may be asked to stay at home from school for up to five days - this is a very serious consequence and can only be authorised by Mrs Moralee in very serious circumstances.

Appendix 6 - Positive Note Home



*Be ready; be respectful; be safe.*

\_\_\_\_\_

demonstrated our school rules today by

\_\_\_\_\_  
\_\_\_\_\_  
Signed \_\_\_\_\_ Date

Appendix 7 - EYFS Visual Behaviour Prompts



## Appendix 8 - Restorative Conversation Questions

### Restorative Conversations

What happened?

How did it happen? How did it make you feel?

What could we do differently next time? / How can we make sure this doesn't happen again?

# **THE GLEBE PRIMARY SCHOOL**

## **Behaviour Policy**

This Policy has been approved at a meeting  
of the Governing Body of the Glebe Primary School

On: October 2025

To be Reviewed: Autumn 2026

Chair of Governors: Gill Broome