

GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

Behaviour & Exclusions Policy 2024-2025

Updated: Summer 2024
New Review: Summer 2025

Approved by the Local Governing Board on 08.10.24



Signed by: Mr. James Dempster
Position: Chair of the Local Governing Body

UNITED LEARNING BEHAVIOUR POLICY

Schools are requested to amend this template policy, personalising and localising it as indicated.

Date of last central office review:	Autumn 2023	Review Period:	1 year (minimum)
Date of next central office review:	Autumn 2024	Document Owner:	Lydia Broadley (UL)
Date of next school level review:	Summer 2024- Summer 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	
School policy ratified by Local Governing Bodies	
Implementation of Group Policy	



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1. General Statement

This policy sets out how the school will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils.

The Behaviour and Exclusions Policy of Glebe Primary School complies with Section 89 of the Education and Inspections Act 2006 and is based upon positive principles which enable all members of the school to work together in a mutually supportive community providing both individual rights and an understanding of responsibilities.

In applying this policy, the school will adhere to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.

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.

2. Aims of our Behaviour and Exclusions Policy (including Anti-Bullying Policy)

- To promote good behaviour, self-discipline and respect.
- To encourage a secure, happy and caring environment in which children can learn.
- To promote positive relationships between pupils.
- To prevent bullying (including online bullying).
- To encourage children to take responsibility for their own behaviour.
- To ensure the school's core values are clearly understood and practised by all members of the school with a consistent approach to behaviour management.
- To ensure that our school is an inclusive community, ensuring fairness for all.
- To encourage children to have a collective responsibility for the school and everyone in it.

3. Ethos

We believe that a positive school climate will enhance teaching and learning, as pupils learn best in a safe secure environment, free from disruption. Relationships are key and all staff, pupils and visitors must be free from any form of discrimination. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The School Family is held together through strong relationships and communication skills – these are taught during conflict moments and in the classroom through proactively teaching self-regulation and respectful communication.

We work in a way that respects brain development, with an awareness that our children are all at different stages, regardless of their chronological age. Children need to be taught how to behave; this will be achieved over time and with consistency of approach.

Conscious Discipline approach

At Glebe, all staff demonstrate and model our code of conduct and our value system through their daily interactions with others. This approach ensures that all parties are responsible for their own



behaviour. Conscious Discipline (Dr Becky Bailey, 2021) is a skill-based approach to help resolve conflicts, enhance brain development by creating optimal learning environments, support self-regulation in ways that strengthen relationships and help children build respectful relationships with themselves, peers, parents and each other. The Conscious Discipline approach empowers staff to stay in control of themselves and respond proactively and constructively to any conflict in the classroom.

Conscious Discipline is built on three premises: controlling and changing ourselves is possible and has a profound impact on others; connectedness governs behaviour; conflict is an opportunity to teach. It is based on the Brain State Model that empowers us to shift from systems grounded in controlling others to cultures of learning based on safety, connection and problem solving.

At Glebe, our aim is to create a safe, calm and purposeful environment built on mutual respect. Conscious Discipline is key to this, with staff not only modelling expectations but also explicating teaching positive behaviour expectations too.

Teach learning behaviours alongside managing misbehaviour. Teaching learning behaviours will reduce the need to manage misbehaviour.

EEF Improving Behaviour in Schools

Every class will display our Glebe Values and our Behaviour Rules.

	Nurture	Inspire	Challenge
	We are kind <i>To ourselves and others</i>	We work hard <i>In our learning</i>	We are brave <i>In managing situations</i>
Aut 1	We show respect to others and include everyone (sharing, taking turns, being polite, being inclusive, welcoming others, being honest)	We pay attention (active listening, routines, concentration, contributions in class)	We can identify and manage uncomfortable feelings (Conscious Discipline / emotional regulation, managing disappointment and frustration)
Aut 2	We think about people's feelings and show empathy (apologising and forgiving) Link to anti-Bullying Week, Empathy Action month, world kindness day	We always try our best and challenge ourselves in our work (being ambitious, aspiration, striving to be better, motivation)	We can show resilience (keeping going when things are tough, learning from our marvellous mistakes, growth mindset, taking risks, grit)
Sp 1	We can work as part of a team (supporting and encouraging others, compromising, collaboration, reciprocity)	We can be independent	We are determined to achieve our goals (setting goals, breaking goals into steps, perseverance)
Spr 2	We are caring towards each other and ourselves (making kind choices, being patient, self-worth)	We present our work with pride (being creative)	We can seek and act on advice (accepting criticism, learning from feedback)
Sum 1	We are positive and truthful with our words	We are resourceful (use learning time effectively, reasoning, make use of resources around you – metacognition, problem solving)	We are reflective
Sum 2	We are caring towards our environment Eco Day (5 th June)	We are curious (ask questions, critical thinking, trying/discovering new things)	We are open-minded and can see things from different perspectives (standing up for what we believe in and seeing things from different views)

Evidence of British Values are displayed implicitly around the school in the form of posters/ historical displays/ book displays – periodic assemblies will also be focused on these values.

4. Responsibilities for policy implementation



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At Glebe, we consider behaviour to be everyone's responsibility, regardless of role in the school. **All staff** contribute in implementing the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

All staff will:

- Role model our expectations, leading by example and modelling respectful, inclusive and pro-social behaviours themselves at all times.
- Follow the school and classroom routines using the scripts set out in the routine framework.
- Teach, model, practice, correct and revise behaviour expectations with the children
- Know their classes well and develop positive relationships with all children.
- Treat all children with compassion, courtesy and mutual respect.
- Seek opportunities to notice and praise when children are being kind, helpful or demonstrating positive behaviour for learning.
- Be consistent, fair and measured in their treatment of all children.
- Remain calm and model self-regulation of our emotions to the children.

The senior leadership team ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

The Senior Leadership Team will:

- Be a visible presence around the school
- Engage with all stakeholders in setting and maintaining a positive behaviour culture
- Lead by example, modelling routines and scripts and supporting all staff to follow these
- Making the positive behaviour of all children the responsibility of SLT, never walking away or turning a blind eye
- Actively seek out opportunities to praise and recognise children for meeting our expectations and for going above and beyond expectations
- Encourage use of positive praise, rewards (NIC counters and class marbles), phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Analyse behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Share information regarding the specific context of behaviours arising from SEN or social care needs, where appropriate
- Appropriately consider any SEND, trauma or vulnerabilities that may be behind certain behaviours, reaching out to relevant professionals for help, support and guidance where necessary
- Avoid jumping to conclusions, always following relevant processes before making decisions around punitive action

A successful education hinges on the triangulation of school, parents and child. Therefore, the role of **parents and guardians** is crucial in helping schools develop and maintain good behaviour.

To support the school, parents should:

- Get to know the school's behaviour policy
- Support the school's values in matters such as attendance, punctuality, behaviour, uniform/appearance, attitude towards learning and home learning
- Ensure children understand the meaning of good behaviour
- Where possible, take part in the life of the school and its culture

At Glebe, we prioritise close relationships with parents and encourage parents to work in partnership with us to assist in maintaining high standards of behaviour both inside and outside of school. In the event of behaviour expectations not being met, we will liaise closely with parents and, if relevant, offer support through local intervention or other external local or national support agencies.



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Pupils are expected to:

- Try their best to meet behaviour expectations
- Follow the school's five golden rules
- Engage with support when it is given
- Take responsibility for their own behaviour by being willing to explore the impact of their actions on others and understand that their actions have consequences

5. Behaviour Expectations

From our core values we have drawn together Glebe Golden NIC Rules. These are our set of expectations which we use to ensure that all staff, parents and children are clear on our consistent school wide behaviour expectations. These are designed to be posted in classrooms and around the school to help children develop their own moral code and care of others:

Golden NIC Rules

1. We treat people as we would wish to be treated and we respect each other.
2. We listen quietly when anyone is talking to us.
3. We follow instructions straight away.
4. We leave other people's belongings alone.
5. We care for the school environment and our planet.



Playground Rules



*We always follow the Glebe **N C Golden Rules** and...*

- Listen to the adults on the playground
- Respect our quiet zones
- Play together and look after each other
- Let other children get on with their own games
- Sort out problems in a fair way
- Look after equipment
- Stand still when the first whistle blows and walk in on the second

We never:

- Harm each other (physically or with words)
- Leave anybody out
- Use bad language
- Insult another child
- Answer back



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Routines

To underpin these whole school expectations, we have a set of explicit yet simple routines to support consistent behaviour expectations.

Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practise doing them with students so they roll like clockwork.

Doug Lemov

At Glebe we use routines, a repeated sequence of behaviour, to support us in achieving our goals. These are the building blocks of the classroom culture and therefore must be taught by modelling, practice, revision, correction and reviewed. Where behaviour needs to be improved, routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour, either by ourselves or by watching others, it becomes easier for them to decide HOW to behave.

Routines are used to:

- Communicate expectations clearly
- Free up thinking space
- Save time
- Deter rule breaking
- Generate social norms
- Form habits
- Create safe environments

Teachers create unique environments in their classrooms and therefore they must have autonomy over the scripts and routines they develop and use. The need for scripts and routines may ebb and flow but it is expected that all teachers will ensure that they have planned their expectations for the following daily classroom events:

- Completion of the register
- Use of water bottles
- Going to the toilet
- Starting and ending a lesson
- End of the school day

To support with the designing and implementation of effective routines all teachers have had training in MAP (Model, Add visuals, Practice) method from the Conscious Discipline framework.

Whole school routines and scripts

Scripts are there to help, not hinder. The more you use them, the less you need them.

Tom Bennett



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A number of key routines have been prioritised for implementation as a whole school to provide consistency and support all adults with effective behaviour management. These are the following and are summarised on the next page:

- Entering the classroom in the morning
- Assembly
- STAR – active engagement
- Terrific Classroom transitions
- End of playtime/lunchtime

See appendix A for Glebe routines framework and rationale.

<p>Entering the classroom in the morning</p> <p>Each morning when you enter the classroom:</p> <ul style="list-style-type: none"> • There will be a task on the board which is learning you have seen before. Seeing the task will be the cue for the children to being the routine. • Once you quietly enter the classroom, you need to go straight to your seat and take out your pen and open your book. • Read the task on the board and begin to record your answers in silence. Start from question 1 and work through until I tell you to stop which will be about 8.40. 	<p>Assembly</p> <p>Before each assembly teacher to remind children of the importance of being role models for younger children and the expectation that they will be tracking the front. Teachers to ensure children are seated supportively during assembly and that they transition to assembly is quiet.</p> <p>Entry</p> <ul style="list-style-type: none"> • Enter assembly led by the adult • Sit down without speaking when asked. • Keep your hands and feet to yourself. <p>Exit</p> <ul style="list-style-type: none"> • Stay seated without communicating until guided to exit. • Stand without making any sound. • Leave the hall in one line without making any sound. Remain in seating order – no over-taking 	<p>STAR - Active Engagement</p> <p>STAR poster with visuals cues to be displayed at the front of the classroom.</p> <p>Breakdown of the meaning of each instruction:</p> <ul style="list-style-type: none"> • S – sit up straight, stay engaged: listening to the person talking, body language to show you are focused. • T – Track the teacher – looking and listening to the teacher • A – ask and answer questions – be ready to engage with your own ideas or questions. • R – respect others – think about whether your actions are helping those around you to focus and concentrate. Are you doing anything to distract other people? <p>Regular rehearsal and positive reinforcement as focus for the first 3 weeks of term.</p>
<p>Terrific Classroom Transitions (1)</p> <p><u>To move to another location in the classroom:</u></p> <ul style="list-style-type: none"> • Staff will explain where they want the children to go (to another location the classroom or to line up) and in which order (if not whole class). • When achieved staff gives first VISUAL CUE by putting one finger up – this may be accompanied by a AUDIBLE CUE of "one" if required • On "1" children stand in silence, hands together in front of them • On "2" (VISUAL CUE, audible if required) children move to new previously specified position – if this is in the classroom, a whole class instruction should be sufficient, if leaving the classroom, the children must be instructed in groups/tables/order • In class: on "3" children sit in silence and adopt STAR Sitting position 	<p>Terrific Classroom Transitions (2)</p> <p><u>To move into line ready to transition out of classroom</u></p> <ul style="list-style-type: none"> • Explain that class are going to line up (in preparation for transition) • When achieved staff gives first VISUAL CUE by putting one finger up – this may be accompanied by a AUDIBLE CUE of "one" if required • On "1" children stand in silence, hands together in front of them • On "2" (VISUAL CUE, audible if required) children move in a calm, silent manner to the line position. • On "3" children stand in line and continue to track the teacher ready for the next instruction. 	<p>End of playtime/lunchtime</p> <p>Teachers to be ready to collect children from the playground at the end of play.</p> <ul style="list-style-type: none"> • Step 1: Adult on duty blows the whistle once and raises their hand to show 1 - this means all children stop. If required, additional verbal prompt: 'Stand still the whistle has blown'. • All adults to ensure children have stopped and are silent – do not go onto next whistle until this has been achieved by all. • Step 2: Adult on duty blow the whistle twice in quick succession and show 2 fingers - this means walk to your line. If required add verbal prompt: 'Walk quickly and calmly to your line' • All children will be taught this routine and it will be the same for every playtime. • Teachers must have high expectations that children will follow all of the above.

6. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated or accepted at Glebe and children must recognise this. However, it is imperative that all claims of bullying are investigated in an impartial, fair and consistent manner, using the system outlined in our Anti-Bullying Policy (See Appendix), taking whatever action is found to be necessary.

We define bullying incidents as 'STOP'...

- Several



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- Times
- On
- Purpose

As part of our Conscious Discipline approach, we encourage children to let others know: “Stop it. I don’t like it”. Children are taught to take this phrase very seriously, always adhering to the request of the person saying this.

Measures to prevent bullying, including sexual harassment, violence, peer-on- peer abuse, cyberbullying, prejudice-based and discriminatory bullying are deployed in line with the anti-bullying policy. This policy also addresses the consequences of such behaviour both for the perpetrator and others involved (see Appendix B).

7. Positive reinforcement

Positive recognition

To reinforce desirable, pro-social and positive learning behaviours, staff will make much use of verbal praise and positive noticing. This can also include notes / stickers home so parents can celebrate too. There are opportunities for the children’s academic successes to be celebrated in curriculum competitions and awards, as well as a weekly celebration assembly led by the Head teacher.

NIC Reward Counters

Children are awarded a **NIC** counter to put into a jar relating to their house (Bramber, Arundel, Pevensey or Lewes). Counters come in the colours of the NIC Values and relate to Nurture, Inspire and Challenge in terms of what kind of reward is awarded. The counters are counted for each house each week and we have a weekly winner’s cup displayed in the hall and announced in assembly. Totals are accumulated with the winning house announced each term to be celebrated. At the end of the year, the annual winning house is announced and celebrated too.

Marbles

Children can be awarded marbles for whole class effort. These marbles feed into a class jar and act as a **collective class reward** system. When a class jar has been filled five times to create the word ‘TREAT’, the whole class has a treat-chosen by the children and teacher. The treats take place at the end of each half term for no more than one hour. Marbles can be given by any adult in the school (virtual marbles are given to children if they are not in their own class room). Adults are asked to reinforce the giving of marbles by walking their class around the school holding up five fingers on their hand. Should the children arrive at their destination showing excellent behaviour, the class will receive the whole five marbles in their jar. Marbles should not be taken away from a class once given, as a sanction.

8. Consequences using a Graduated Approach




Each classroom has a display of rewards and consequences to help children understand expectations:

School Rules





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Rewards	Consequences ...
<ol style="list-style-type: none"> 1) Praise. 2) Positive messages being shared with parents and messages sent home. 3) NIC value counters in recognition of demonstrating a Glebe Golden Value: N C to be totalled termly resulting in a house celebration.* 4) Marbles in class jar (whole class award). Whole class reward when jar is full. 5) Head teacher N C Assembly certificates and stickers weekly. 6) Competitions and awards (for example spelling shed and TT Rockstars). <p>*weekly recognition of house points, half termly additional assembly.</p>	<p> <u>Low Level</u></p> <ol style="list-style-type: none"> 1. A positive reminder (non-verbal signal). 2. Warning conversation (private if possible). 3. Reset in class e.g. time out or move seat for two minutes. 4. Move to the class focus table, away from other follow up with brief reflective conversation/missed breaktime to complete any lost learning.
	<p> <u>Moderate</u></p> <ol style="list-style-type: none"> 5. Take work to complete for the rest of the lesson (could be extended if at the end of the lesson) in agreed buddy class. 6. Spend one lesson in another class with work set by the class teacher. Restorative conversation with class teacher on return. 7. If disruptive behaviour persists, there will be a lunchtime reflection with a member of SLT followed up with a phone call home.
	<p> <u>Serious</u></p> <ol style="list-style-type: none"> 8. If behaviour becomes a safety issue or if a child is persistently defiant and/or disruptive: The child will leave the classroom and complete their work in a different location. A meeting with parents will be called and an internal exclusion may be considered. 9. When behaviour is extreme in nature a Fixed Period Suspension from school will be considered. Very serious behaviour can ultimately lead to a permanent exclusion.

Break Time and Lunch Time

School Rules-Playtimes and Lunchtime	
Rewards	Sanctions ...
<ol style="list-style-type: none"> 1) Praise and positive messages back to class teachers. 2) N C Counters in recognition of demonstrating a Glebe Golden Value. 3) Marble jar for whole class kindness or helpfulness. 4) Head teacher NIC Assembly Awards. 5) House Awards. 	<p> <u>Low level</u></p> <ol style="list-style-type: none"> 1. A quiet reminder. 2. Time out at the side of the playground for up to 2 minutes. This may need to happen a number of times. 3. Time out for 10 minutes (on a designated space). The class teacher will be informed.
	<p> <u>Moderate</u></p> <ol style="list-style-type: none"> 4. If poor behaviour persists overtime, a pre-play time or lunchtime conversation will



	<p>take place with the class teacher to reset expectations and monitor progress. The class teacher will decide if parent need to be informed.</p> <p>5. For persistent or dangerous behaviour child to be taken to the reflection room for a restorative conversation with a member of SLT.</p>
	<p> <u>Serious</u></p> <p>6. If behavior is dangerous then a child will be escorted to the Headteacher immediately. A Fixed Period Suspension for a number of days or for a number of lunchtimes may be considered for a number of days.</p> <p>7. Very serious behaviour can ultimately lead to a permanent exclusion.</p>

The above charts are adapted for classroom and playground use depending on the age of the children and levels of understanding.

Lunchtime reflections are run by members of SLT. We take a restorative approach and the children are guided through this process with the member of SLT on duty, with children completing a simple sheet. These forms are given to class teachers so that they can talk about the behaviour with the child and discuss better choices. Class teachers will also monitor behaviour over time. Any child completing a reflection will have this logged internally and parents will be informed.

There may also be occasions when it is necessary for a child to catch up with lost learning time during play times.

Escalation for severity of incident

There are times when children's behaviour can escalate quickly and in such cases they can move through the sanctions more rapidly, depending on the behaviour shown, safety concerns and the well-being of other children and staff. If behaviour is deemed serious enough by the member of staff (such as unsafe behaviour, including leaving the classroom without permission), a lunchtime reflection may be given without working through the previous stages to allow time to talk to the pupil about why their behaviour was unsafe.

9. Adjustments

Early Years' Foundation Stage (EYFS)

In EYFS, if a child shows disruptive behaviour they would not be required to undertake a lunchtime reflection. Instead, they would be spoken to by the class teacher who would reflect with the child and support them to think of solutions to put things right. Parents/carers are informed if behaviour is at a level where there is a concern developing or if something serious occurs.

Support for children with additional needs



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All children are expected to follow school rules and to adhere to school sanctions and rewards. As a school, we believe that all children benefit from knowing and following clear rules. Children are treated fairly and we aim to be preventative in our approach.

The school also recognises however that children can sometimes struggle with social and emotional issues and sometimes will have mental health need. There are also children who have communication and attachment related conditions which often lead to those children communicating differently and sometimes in a challenging manner. There are also children who experience trauma or periods of unrest in their lives e.g. bereavement, family break ups or illness in the family. This is an inclusive school and we welcome children with a variety of needs.

Children with these needs are offered a range of support and part of their learning will be to identify how they manage best. We do still require however that every child who attends the school remains safe and that they are not a risk to the safety of other children or staff. Children with identified special needs also need boundaries and they need to learn rules. They also do need to follow direction from adults. This group of children do come under our behaviour policy and can face appropriate sanctions to keep them and others safe.

We offer close working with parents as the best outcomes arise when home and school work in collaboration to support children's needs and development at home and at school e.g. using the same strategies and dealing with behaviour consistently and fairly.

When we consider rewards and sanctions, we always consider children's additional learning needs. Some children do not like public praise for example and for other children any sanctions have to be explained differently and take into account their additional needs. We consider the following points regarding school sanctions:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation;
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so;
- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have (see Appendix A for examples of possible reasonable adjustments).

The school aims to train all staff in being aware of children's additional needs and provides training in learning how to support and listen to children so that we can assist them in socialising and managing their own needs. Children sometimes need a Behaviour Plan and a Risk Assessment for them to be able to access learning safely and successfully.

The school employs a Pastoral Leader, Mrs. Groves, who supports children with needs in this area. Mrs. Groves organises support for children to enable them to access learning in class with their classmates successfully. This support sometimes takes the form of in-class support at specific times of the week, drop-ins and also some time-limited intervention following restorative approaches. Mrs. Groves co-ordinates a 'Lunch Bunch' lunchtime provision for selected children who have been identified as needing extra support or who find a large playground or lunch hall too much to cope with.



The school's Special Educational Needs and Disabilities Co-ordinator, Miss Jackson supports children with identified additional educational need. She also offers staff training to develop understanding and provision.

Both Miss Jackson and Miss Groves are available, by appointment, to meet parents to discuss the provision for children at school.

10. Supporting Pupils with behaviour overtime

Behaviour Plans

The school utilises Behaviour Plans for children who need more support over time. These are put in place by the class teacher with support from the SENDCO or Team Leader as appropriate. These plans outline the support a child is receiving, key behaviour targets and clear consequences if these targets are not met. Plans are reviewed regularly with pupils, staff and parents/carers.

Behaviour Plans can sometimes include a risk assessment where a child's behaviour puts them or others at risk of harm.

A Behaviour Plan may also include flexible school attendance, with parental agreement and where this would be deemed supportive for the child's successful full re-integration to school over an agreed period of time. The SENDCO updates these programmes and meets and liaises with parents regularly.

Behaviour Risk Assessments

The school writes risk assessments for any children whose behaviour could be deemed a risk to themselves or others. The SENDCO updates these documents and works closely with teachers to review them. Parents are given updated copies.

Re-Integration Plans

The school utilises Re-Integration Plans in cases where school attendance is an extreme issue or where parents and the school have agreed to support children with identified behavioural, social or emotional needs. The plans include work being set to be completed at home and agreed time lines for improved school attendance. The school works closely with parents and carers on Re-Integration Plans to ensure that each child is safe whilst at home and also that they arrive at school and are picked up by an adult. Parents and carers need to agree to completing school work whilst at home and ensuring safety if the plans are to go ahead. All plans are signed by parents. The SENDCO updates these programmes and meets and liaises with parents regularly.

11. School Consequences beyond Reflection Time

The school may issue an **Extended Time Out** when a child will work under supervision away from their class and fresh air breaks may need to be provided at times away from others. Parents are always informed if this has to happen.

Children can be removed from the playground as well as from classrooms.



12. Suspensions and Permanent Exclusions

On occasions a **Fixed Term Suspension** may be considered as necessary by the Headteacher. These are serious sanctions and are added to a child's school attendance record. These take place at home and parents/carers will be informed on the day of the incident and then in writing of this process. The school follows United Learning Trust's guidelines.

As a very last resort the school may have to consider a **Permanent School Exclusion**. The school follows West Sussex County guidelines.

Legislation and Guidance regarding Suspension and Exclusion

In applying this policy, the school adheres to current legislation, including the Equality Act 2010. The school is obliged to have regard to the DfE Exclusions Guidance; Section 1 of this makes specific reference to the Equalities Act.

Sanctions are applied fairly, reasonably and proportionately and after due investigative action has taken place.

Particular care is taken when taking decisions to exclude children with Special Education Needs and/or Disability (SEND) and those groups with disproportionately high rates of exclusion, paying particular regard to the school's duties under the Equality Act 2010. These duties are complied with when deciding whether to exclude a pupil.

The Headteacher and governing body must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The suspension and exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; over the telephone or online (such as on social media) etc.

The Investigation

There are two ways to approach this stage. One is simply to state that any investigation will be conducted in accordance with DfE guidance to be lawful¹, reasonable, fair and proportionate. The principles that will be applied are as follows:

To be thorough: witnesses to be questioned and statements taken; the accused to be given the opportunity to have his/her say.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence

¹ with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties



- The likelihood of re-occurrence (including a consideration of the student's previous behavioural record – taking care to be clear what behavioural incidents the pupil is actually being excluded for);
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, peer on peer abuse, harassment);
- Support/or adjustments previously provided;
- The school behaviour policy, special educational needs policy and equality law obligations.

Headteacher's Decision

The decision to exclude will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. A virtual meeting will be equally possible to a face to face one. The exclusion to be confirmed (without delay) by a letter signed by the Headteacher, or designated teacher in charge.

Role of the Local Governing Body

The role and responsibilities of the Governing Body in the exclusion process including:

- the duty to facilitate and consider the representations of the parents;
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified);
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

Additional Requirements for Permanent Exclusion

Where the Governing Body has upheld the decision of the Principal to exclude, set out:

- the statutory timeframe for applying to an independent review panel;
- to whom an application must be sent, together with the grounds and evidence;
- the right for parents to request a special educational needs expert;
- the right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).

Independent Review Panel Procedure

Note that the set up and process of the IRP is set out in the DfE Exclusions Guidance and emphasise in the policy the important aspects in terms of timeframe, constitution, and the powers of the IRP. The IRP cannot compel reinstatement.

Managed Moves

Managed moves to another school will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is



the best interests of the pupil. Managed moves will only be offered as part of a planned intervention.

Behaviour outside of school premises

The Behaviour policy can extend to activities outside the school day and off the school premises- or online when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or,
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

13. Use of Positive Handling

At Glebe, our guiding principle is always focused on maintaining the safety of all pupils and staff. Our approach with extreme behaviour is always to try and distract a child and divert them to avoid escalation. Some children need to be left alone in a safe supervised place until they are calm, moving other children away. Only in exceptional circumstances will physical intervention be used. All members of school staff have a legal right to use reasonable force if the safety of children or staff is at serious risk. All necessary incidents of handling children are recorded on CPOMS and parents are informed of the incidents and what was done to support their child. Key members of staff have 'Team Teach' training, which is updated bi-annually.

This is very rare at Glebe but for very serious behaviour where there is a risk of harm or safety the school will follow the Department of Education advice '[Use of Reasonable Force - advice for school leaders, staff and governing bodies](#)'.

Teachers and members of staff authorised by the Headteacher have the power to use reasonable force in extreme situations. Staff at the school may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff (including non-teaching staff) may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out of school activity).

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should



always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Staff training on use of reasonable force should deal with factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate, including in light of any vulnerability or SEND of the pupil concerned.

Every member of staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically. The school keeps a record of all incidences.

14. Involving Parents

As a school we aim to maintain very good relationships with parents and carers. If children are struggling with their behaviour at school then we try to raise concerns with parents and carers early on. If incidents arise, we will notify parents if we are concerned e.g. if their child is repeatedly disruptive in class or on the playground.

Our approach is all about restoring children to happier social interactions and better social skills. To do this really well, we work with parents and carers on sharing strategies which work at home and at school. This way we provide consistent messages for the child.

Following a fixed period exclusion, parents and children attend a re-integration meeting with members of the school's SLT. This meeting will reinforce key expectations for the child moving forward and look at how the child can be supported to be successful, reviewing behaviour plans or risk assessments if needed.

15. Specific behaviour issues

Child-on-child inappropriate sexualised behaviour

In every aspect of the school's culture, inappropriate sexualised behaviour is never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff challenge all inappropriate language and behaviour between pupils. In a primary school setting, this can include unwanted touching and sexualised language.

Behaviour incidents online

The provisions apply to all activity online including all forms of social media and they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way. This might include:

- Using social media to name call or be abusive in any way toward another person at this school or any school;
- Using social media to bully others;
- Using social media to share harmful or sexualised images;
- Sharing the personal information of others without their consent e.g. phone numbers , addresses.



Where a pupil commits inappropriate online behaviour whilst not at school, these actions will be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Whom to report misuse of social media: Class teacher, phase leader or school office. The Headteacher will be given the information the same day and will oversee school action in all cases.

We expect children to treat others as they would wish to be treated, with respect when using social media at home or off site (School Golden Rule number 1). Breach of the policy on the use of social media will result in school sanctions being put in place and all parents will be met.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nude or semi-nude images and/or videos, or there is any other potentially harmful imagery shared, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Mobile Phones

No children bring mobile phones to school at Glebe except when they reach Y5 and Y6.

When children reach Y5 they have permission, if agreed by parents and carers, to walk to school without an adult. For this reason, we allow this age group to bring a mobile phone to school.

Once children enter the school gates in the morning, mobile phones must be switched off and placed in school bags.

When entering class, mobile phones are given to the class teacher. The phones are switched off and locked up until home time securely.

At home time, children in Y5 and Y6 are given their phones back and they are able to turn them on again when they have left the school gates.

Suspected Criminal Behaviour

From the age of ten years old children are of criminal age. If any suspected criminal behaviour is evident for children, a referral to the Police can be made for advice and support regarding next steps. This is a rare occurrence in a primary school but has been initiated in the past regarding specific cases where that level of concern has been reached. At all stages, parents would have full involvement at this level of action.

Allegations against staff



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The school takes its responsibilities for safeguarding extremely seriously, and all members of the school community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff

The school has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, up to and including suspension/exclusion.

16. Staff Training

We regularly review the Behaviour and Anti-Bullying Policies with all staff. We also assess the training needs of staff in this area and develop programmes and resources to help in different situations.

17. Monitoring and Review

The school monitors behavioural issues and evaluates the effectiveness of the behaviour policy regularly. The headteacher and senior leadership team use data to identify areas of concern and we address this systematically and school wide. This helps the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school decides an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy. The Governing Body oversee behaviour management leadership at the school and monitor data and systems. They receive updates regularly.



Routines Framework

Rationale:

Routines can be defined as a sequence of actions that gets triggered by a 'prompt' (or cue), all of which happens unconsciously and with minimal cognitive effort (Mc Crea). When we have effective routines embedded in our schools, they are a powerful contributor to pupil success with – in fact, Lemov describes routes as the single most power way to bring efficiency, focus and rigour to a classroom. They provide many benefits:

Frees up our working memory: When we have routines embedded, our pupils can provide greater focus of their attention on the content we are teaching in our lessons.

Focuses our teaching: When we have routines embedded, teachers can spend more time on teaching the content of their lessons and adapting their teaching instead of being overly focussed on what is happening or managing behaviour.

More time for teaching: When routines are embedded, little time is wasted on reminding children what you want them to do and instead these precious minutes can be spent on teaching.

Safety: When we have predictable and consistent routines within our school, they provide a sense of safety to all pupils (particularly those pupils with SEND).

Sense of collegiality: When a school adopts consistent routines across all year groups, it creates a sense of belonging.

Supports behaviour management: When routines are consistent within a school, they become norms. As children move through the school or are taught by other adults using the same routines, they become amplified and children are more compelled to follow them.

Teaching and Maintaining Routines:

Routines need to be taught to children in the same way we teach all other aspects of the curriculum. Our aim should be for routines to be automatic, and this takes time. When we introduce a new routine, it can take our children between 40 – 60 repetitions before the routine becomes a norm (even more reason for us to have consistent routines in our schools). Whilst this might sound like a long time, the early investment in building routines will enable our children to reap the benefits outlined above and the time provided now is quite small in comparison to the time saved and benefits longer term.



Entering the classroom in the morning	
Why is this routine important?	<p>We want a calm and orderly start to the day with a clear focus on learning. When children enter the classroom quietly in the morning and immediately start the learning on the board, they can revisit learning from yesterday which supports their long-term memory. As no time is wasted, we can start the first lesson promptly.</p> <p>The evidence is there to show meeting and greeting every student every day in a warm, relational and positive manner is a trauma-informed approach which benefits everyone in the school community. Allday, R. A., & Pakurar, K. (2007).</p>
What will this look like of successful?	The ideal pupil will enter the classroom and immediately go to their seat and begin reading the task outlined on the board. Once they have read this, they will quickly start recording their responses in their book.
What instructions will we provide the children with, so they understand our expectations?	<p>Each morning when you enter the classroom:</p> <ul style="list-style-type: none"> • There will be a task on the board which is learning you have seen before. Seeing the task will be the cue for the children to begin the routine. • Once you quietly enter the classroom, you need to go straight to your seat and take out your pen and open your book. • Read the task on the board and begin to record your answers in silence. Start from question 1 and work through until I tell you to stop which will be about 8.40.
What barriers might prevent the routine from being successful?	<p>A possible barrier is they do not know the answer to something set on the board: The solution to this would be to ensure questions do not start too difficult. Remind them they can refer to working wall of previous lessons learning.</p> <p>A possible barrier is children continue to chat and do not get started quick enough: use a non- intrusive verbal gesture such as finger on my lips or just try and make eye contact.</p>



STAR - Active Engagement	
Why is this routine important?	<ul style="list-style-type: none"> • Children have clear understanding of expectations during learning time (usually whole class input). • Consistency across the school on key learning behaviours and all staff know what expectations to have. • Clarity in high expectations. • Explicitly teaching children the skills involved in active listening will support improved learning and understanding. • Promotes calm and respectful learning environment.
What will this look like if successful?	<p>When teacher says, 'Show me star' (attention cue) the children will do the following:</p> <p>S – sit up, stay engaged T – track the teacher A – ask and answer questions R – respect others</p>
What instructions will we provide the children with, so they understand our expectations?	<p>STAR poster with visuals cues to be displayed at the front of the classroom. Breakdown of the meaning of each instruction:</p> <ul style="list-style-type: none"> • S – sit up straight, stay engaged: listening to the person talking, body language to show you are focused. • T – Track the teacher – looking and listening to the teacher • A – ask and answer questions – be ready to engage with your own ideas or questions. • R – respect others – think about whether your actions are helping those around you to focus and concentrate. Are you doing anything to distract other people? <p>Regular rehearsal and positive reinforcement as focus for the first 3 weeks of term.</p>
What barriers might prevent the routine from being successful?	<p>A possible barrier is they do not know the answer: The solution to this would be to ensure my questions do not start too difficult. I would also remind them they can refer to working wall of previous lessons learning.</p> <p>A possible barrier is children continue to chat and do not get started quick enough: use a non- intrusive verbal gesture such as finger on my lips or just try and make eye contact.</p>



Terrific Classroom Transitions	
Why is this routine important?	<ul style="list-style-type: none"> • Pupils move from carpet to desk, desk to carpet, desk/carpet out of classroom safely and calmly • All pupils are ready to learn immediately • No learning time is lost to delays or procrastination • No learning is disrupted • There is a consistency in every classroom so any member of staff can give a class instruction
What will this look like if successful?	<ul style="list-style-type: none"> • Class/groups move quickly, safely and calmly • Transition is silent • Children are ready to learn • Children follow clear instructions and meet clear expectations • Classrooms are calm and learning time is maximised
What instructions will we provide the children with, so they understand our expectations?	<p><u>To move to another location in the classroom:</u></p> <ul style="list-style-type: none"> • Staff will get whole class attention following usual routine • Staff will explain where they want the children to go (to another location the classroom or to line up) and in which order (if not whole class). • When achieved staff gives first VISUAL CUE by putting one finger up – this may be accompanied by a AUDIBLE CUE of “one” if required • On “1” children stand in silence, hands together in front of them • On “2” (VISUAL CUE, audible if required) children move to new previously specified position – if this is in the classroom, a whole class instruction should be sufficient, if leaving the classroom, the children must be instructed in groups/tables/order • In class: on “3” children sit in silence and adopt STAR Sitting position <p><u>To move into line ready to transition out of classroom</u></p> <ul style="list-style-type: none"> • Staff to get whole class attention following usual classroom routine • Explain that class are going to line up (in preparation for transition) • When achieved staff gives first VISUAL CUE by putting one finger up – this may be accompanied by a AUDIBLE CUE of “one” if required • On “1” children stand in silence, hands together in front of them • On “2” (VISUAL CUE, audible if required) children move in a calm, silent manner to the line position. • On “3” children stand in line and continue to track the teacher ready for the next instruction.
What barriers might prevent the routine from being successful?	<p>A possible barrier is there to successful transitions?</p> <p>Children begin to chat during the transition: use a non-intrusive verbal gesture such as finger on lips or just trying to make eye contact. Teacher to maintain ‘exaggerated vigilance during transition’.</p>



Assembly	
Why is this routine important?	<ul style="list-style-type: none"> • Pupils enter and leave assembly safely and calmly. • No assembly time is lost due to poor behaviour or distractions • Assemblies are positive, engaging experiences which celebrate all our positive engage all our positive achievements at Glebe. • High expectations are clear
What will this look like if successful?	<ul style="list-style-type: none"> • All classes move quickly, calmly and silently into and and out of assembly. • Children sit facing the front keeping their hands and feet to themselves. • The hall should be silent and teachers use non-verbal communication with their class one they have entered. • Children track the adult at the front
What instructions will we provide the children with, so they understand our expectations?	<p>Before each assembly teacher to remind children of the importance of being role models for younger children and the expectation that they will be tracking the front. Teachers to ensure children are seated supportively during assembly and that they transition to assembly is quiet.</p> <p>Entry</p> <ul style="list-style-type: none"> • Enter assembly led by the adult • Sit down without speaking when asked. • Keep your hands and feet to yourself. <p>Exit</p> <ul style="list-style-type: none"> • Stay seated without communicating until guided to exit. • Stand without making any sound. • Leave the hall in one line without making any sound. Remain in seating order – no over-taking
What barriers might prevent the routine from being successful?	<p>Children begin to talk during the transition into assembly:</p> <ul style="list-style-type: none"> • Class teachers to remain with their class to monitor behaviour until the assembly begins. Use of a use a non-intrusive verbal gesture such as finger on lips or just trying to make eye contact. • Teacher to maintain 'exaggerated vigilance during transition. • Class teacher to take responsibility for seating children who struggle with focus, next to positive role model or out at the side with support adult



End of playtime/lunchtime	
Why is this routine important?	<ul style="list-style-type: none"> Consistent routines for the end of playtime and lunchtime reduce the potential for lost learning time and help children to transition back into the classroom calmly and safely. Providing clearly designated time to tidy equipment away ensures our school resources are looked after properly and children are taking responsibility for this. Providing a 5-minute warning whistle before the end of breaktime, to signal time to ask to use the toilet and/or report any concerns which may have occurred to an adult, ensures that when children return to the classroom, they are ready to learn.
What will this look like if successful?	<ul style="list-style-type: none"> Whistle blown 5 minutes prior to the end of break and all adults on duty remind children to tidy equipment and use the toilet if needed. Whistle blown once and all children silently stand still and track the adult on duty. Whistle blown for a second time and all children walk safely to their lines where their teacher will be waiting.
What instructions will we provide the children with, so they understand our expectations?	<p>Teachers to be ready to collect children from the playground at the end of play.</p> <p>Step 1: Adult on duty blows the whistle once and raises their hand to show 1 - this means all children stop. If required, additional verbal prompt: 'Stand still the whistle has blown'.</p> <p>All adults to ensure children have stopped and are silent – do not go onto next whistle until this has been achieved by all.</p> <p>Step 2: Adult on duty blow the whistle twice in quick succession and show 2 fingers - this means walk to your line. If required (at beginning of term) add verbal prompt: 'Walk quickly and calmly to your line'</p> <ul style="list-style-type: none"> All children will be taught this routine and it will be the same for every playtime. Teachers must have high expectations that children will line up quickly and they should transition from the playground without delay.
What barriers might prevent the routine from being successful?	<p>Children do not stop/are not quiet when the whistle blows:</p> <ul style="list-style-type: none"> All adults and teachers to be present on the playground for the first two weeks of term to support high expectations of playground and embed expectations. Children who are not following instructions given a 5-minute timer at the beginning of the next playtime. <p>Children do not report playtime troubles to staff on duty and bring them into class.</p>



	<ul style="list-style-type: none"> • KS2 children are given a post it note and asked to write their problem/worry onto it. TA to check this before the end of the day to address the potential for lost learning time.
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Appendix B – Anti Bullying Policy

Definition of Bullying



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We consider bullying to be **deliberate, targeted and repeated** behaviour to hurt someone.

Common characteristics of bullying:

- It can take several forms (see examples below)
- It is **usually** persistent or repeated over a period of time
- There is **usually** an imbalance of power which makes it hard for those being bullied to defend themselves
- **One-off incidents**, whilst they may still be serious and will always be dealt with, do not **usually** fall within the definition of bullying

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, sexually abusive comments or homophobic comments
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Online - threats by text messaging/calls/e-mails/MSN and all social networking sites
- Any type of peer on peer/ child on child or Adult to Child behaviour of concern.
- Radicalisation and Extremism (Prevent).

What should pupils do when they are being bullied?

- Tell an adult (at home or school)

What should pupils do when they are aware that another child is being bullied?

- Do not ignore it
- Make sure that an adult knows
- Do not try to intervene themselves

Our Procedures

The school will raise the awareness of bullying through:

- Our core values – Nurture, Inspire, Challenge
- assemblies
- PSHE
- British Values
- role play
- posters

If bullying is happening, pupils are **expected and encouraged** to tell a member of staff. This action is praised.

- When bullying is reported, the incident will be dealt with immediately.
- The headteacher or senior member of staff will interview all concerned unless advised not to by external experts e.g. regarding Prevent duties there is a different procedure (see Child Protection Policy).
- A clear written account of the incident will be recorded by the headteacher or senior member of staff.
- When bullying has occurred, parents/carers (of both parties) will be informed.



- Relevant staff are informed, as appropriate and sometimes external bodies, depending on the nature of the incident.
- Sanctions, including the involvement of outside agencies, will be used as appropriate. Exclusion may be necessary in cases of severe or persistent bullying
- Support will be offered to help the victim
- Support/strategies will be offered to help the bully (bullies) change their behaviour
- After an incident has been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place
- Children at risk (as a victim or perpetrator) are made known to staff, as appropriate
- Where appropriate, feedback will be given to a group/class/year group to explain how an incident of bullying has been dealt with
- Parents /carers have a responsibility to inform the school about any bullying incident

Appendix C

Individual Reasonable Adjustment to the Behaviour Policy



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This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Glebe Primary School is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, and members of school staff to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Senior Leader for Inclusion may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Behaviour Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist, Speech and Language Therapist, Autism outreach worker, Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warnings given
Time out card	Shorter length for reflection time if appropriate
Use of Haven provision	Access to Haven team support before or after reflection time if needed.
Seating Plan adjustment	Deciding how the behaviour policy sanctions will support a restorative approach for each individual e.g. home and school action to address key behaviour.
Short and repeated instructions	Adaptations in class and around the school.
Use of a visual checklist on student expectations	Pre- warning of change and reminders of what is expected expressed in a way which can be understood.



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Private notification of warnings, including post it notes on desks	Reflection room time does not roll over to the following day (unless the sanction is more serious)
Use of a fidget toy	Access to other ways to reflect e.g. adult scribe.
Chunked tasks	Restorative discussion with the teacher to take place immediately, rather than at the end of the day. For some children, this would be when in a calm receptive state.
Behaviour Plan and Risk Assessment known by all staff working with the child.	Behaviour Plan and risk assessment taken into account with all sanctions.

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.



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