GLEBE PRIMARY SCHOOL
UNITED LEARNING ACADEMY

Behaviour & Anti-Bullying Policy
2026-2027

Updated: Autumn 2026
New Review: Autumn 2027

Approved by the Local Governing Board on 23.11.26

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	annually	Lydia Broadley (UL)
Date of next school level review:	Summer 2024- Summer 2025		
Date of next school level review:	Summer 2025	annually	
Date of next central office review:	Summer 2026	annually	
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	Annually
School policy ratified by Local Governing Bodies	Annually
Implementation of Group Policy	Autumn 2026

United Learning Behaviour & Anti-Bullying Policy

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1. Expectations

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.

In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

2. Policy Implementation

At Glebe primary School everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, that the school is strongly committed to promoting equal opportunities for all, and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities (see Annex A for further guidance on this).

Responsibility for implementing the policy:

All staff have a responsibility to implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The senior leadership team of the academy have a duty to 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 DfE Behaviour Guidance stresses that senior leaders should be highly visible and engage with all stake holders in setting and maintaining a behaviour culture.

Pupils are responsible for:

- Ensuring they adhere to the school values of Nurture, Inspire and Challenge.
- Ensuring they follow the school rules and Behaviour Code:
- Ensuring they report any unkind or unsafe behaviour.
- Ensuring they demonstrate good manners and polite behaviour toward others at all times.
- Ensuring they have an awareness of their own safety and that of others.
- Ensuring they represent our school as positive role models and ambassadors.

Parents are responsible for:

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and where possible, take part in the life of the school and its culture.

Schools should place value in a close relationship with parents and encourage parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, that the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue, schools should liaise closely with parents where practical and, if relevant, other local or national support agencies. Schools should include here details of support systems in place to meet the needs of all pupils.

Working Together

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

At Glebe, we use an approach where 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.

Conscious Discipline is built on three completely different 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

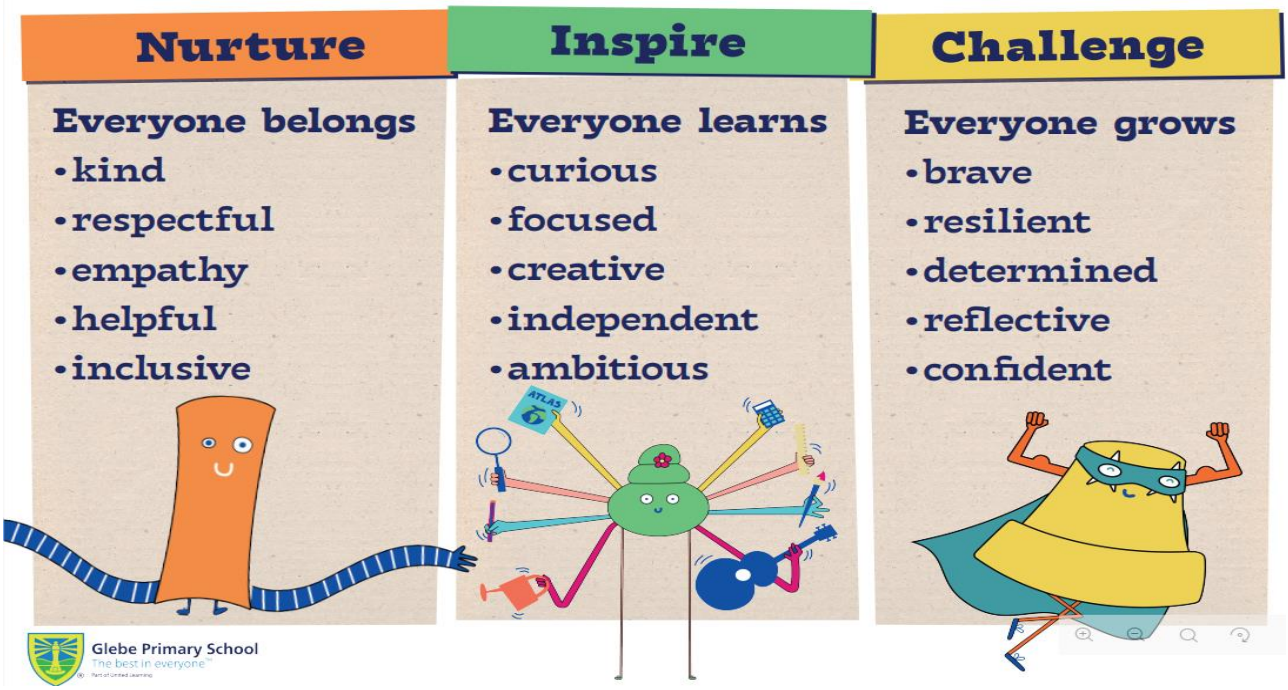
from systems grounded in controlling others to cultures of learning based on safety, connection and problem solving.

When you walk the corridors and classrooms of Glebe, you will always discover 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



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.

3. Positive Reinforcement

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Pupils' sense of self-worth, well-being, achievement and overall enjoyment of school can be strongly influenced by a consistent and well implemented whole school rewards and recognition policy.

The school appropriately adapts rewards that have the potential to be discriminatory to children with SEND such as 100% attendance or criteria for NIC award, for example. Glebe primary School gives consideration to where challenging behaviour is related to a pupil's disability, that the use of positive discipline and reward methods can enable the school to manage the behaviour more effectively and improve educational outcomes.

Positive Classroom culture:

1) *Welcome to everyone in the class and family atmosphere.*
2) *Praise.*
3) *Positive messages being shared with parents and messages sent home.*
4) *NIC value counters in recognition of demonstrating a Glebe Golden Value: NIC*
5) *Marbles (whole class award).*
6) *Head teacher NIC Assembly certificates and stickers weekly.*
7) *House winners counted up weekly. House Cup winner announced in assembly and placed on a shelf for the week in the hall.*
8) *House Awards at the end of each half term: Extra playtime for the winning House.*
9) *Winning House announced at the end of Summer 2.*
10) *Competitions and awards.*

Positive Playtime and Lunchtime culture:

1) Praise and positive messages back to class teachers.
2) NIC 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.

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. The winning house overall each half term are awarded an extra playtime. At the end of the year the Headteacher announces the annual winning house.

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 classroom). 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.

4. Behaviour expectations

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.

Aims:

- 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.

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.

From our core values we have drawn together Glebe Golden NIC Rules. 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.

Rewards and Sanctions

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

Behaviour Code for Classrooms

Year 2 – Year 6 – child friendly summary of approach



EYFS and Year 1 have a simplified version of this poster which has 'time to reflect with my teacher' in place of 'SLT reflection'.

Instant reflection for the following behaviours:

- Swearing
- Discriminatory language/racist comments
- Physical aggression
- Bullying
- Stealing
- Significant damage to school property

This is based on the more detailed approach outlines here:

<table>
<tr><th colspan="2"><u>School Rules</u></th></tr>
<tr><th>Rewards ….</th><th>Consequences …</th></tr>
<tr><td rowspan="3">Praise.
Positive messages being shared with parents and messages sent home.
NIC value counters in recognition of demonstrating a Glebe Golden Value:
Marbles in class jar (whole class award). Whole class reward when jar is full.
) Head teacher NIC Assembly certificates and stickers weekly.
Competitions and awards (for example spelling shed and TT Rockstars).
*Weekly recognition of house points, half termly additional assembly.</td><td><u>Low Level</u>
A positive reminder (non-verbal signal).
Second quiet reminder.
Move to a focus area in class (with a timer) or the Brave Space, followed by a brief reflective conversation.</td></tr>
<tr><td><u>Moderate</u><ol start="4">
Take work to an agreed buddy class for the remainder of the lesson to allow learning to continue without disruption. A restorative conversation with the class teacher will take place before returning to normal lessons. Parents informed.
Where disruptive behaviour continues despite earlier interventions, the child will complete a lunchtime reflection with a member of SLT. Parents/carers will be contacted, and further support and next steps will be considered where appropriate. (M.A.P – Model, Add Visuals, Practice)</td></tr>
<tr><td><u>Serious</u><ol start="6">
If behaviour becomes a safety concern, or if a child is persistently defiant and/or disruptive despite previous interventions, a half-day or full-day internal suspension may be implemented. A meeting with parents/carers will be arranged to discuss the incident and agree any necessary support and next steps.
Where behaviour is extreme in nature, a Fixed Period Suspension may be considered. In cases of very serious or repeated breaches of the school's behaviour expectations, Permanent</td></tr>
</table>

	Exclusion may ultimately be considered.

Break Time and Lunch Time



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**

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

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 Annex D for Glebe routines framework and rationale.

Early Years' Foundation Stage (EYFS) and Year 1
In EYFS and in Year 1, 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.

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.

Lunchtime reflection times are run by senior teaching staff. Restorative Justice forms are filled in by children during this time to help them reflect on their behaviour. Reflection forms are given to class teachers following this so that they can talk about the behaviour with the child and discuss better choices. Class teachers also monitor behaviour over time.

In very serious cases a Permanent Exclusion from school can be considered by the Headteacher but we do not include that information in the classroom to avoid distress. This would be an extreme last resort, following correct guidance.

SEND and Inclusion (see graduated approach in appendix)

A note on our behaviour approach regarding children who are on the SEND Register.

The school has experience of supporting children who have identified special educational needs in the area of social, emotional, behavioural or mental health need. 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 and regular meetings and 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.

Support for children with additional needs

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.

When we consider rewards and consequences, 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).

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.

Supporting Pupils with behaviour overtime

Communication between Parents and Carers and the school

Glebe believes in open and honest conversations between parents, carers and the school. We keep parents/carers informed about behaviours shown in school which are of concern.

Reset (M.A.P) plan

Where a child requires additional support to successfully meet behaviour expectations, a short-term Reset Plan based on the principles of M.A.P (Model, Add Visuals, Practice) may be implemented. Typically lasting for around three weeks, the purpose of the plan is to provide targeted adjustments to help the child get their behaviour back on track before more formal interventions are considered. The plan will focus on adults consistently modelling expected behaviours, providing visual supports and prompts (such as widgets, visual cues, reminder cards or visual timetables), and creating regular opportunities for the child to practise and reinforce positive behaviours. Parents/carers will be informed of the adjustments being put in place and encouraged to support agreed strategies at home. Where appropriate, additional guidance and coaching may be provided by the school's Conscious Discipline Lead to ensure a consistent and supportive approach across the school.

Behaviour Plans

The school utilises a Behaviour Plan for children who need more support, when behaviour is an issue risking the safety of others or regular disruption in class. These plans are reviewed regularly with parents/carers. Behaviour Plans can sometimes 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 class teacher updates these programmes and meets and liaises with parents regularly. The school Inclusion leader oversees and advises on provision at this level.

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 Inclusion Leader updates these programmes and meets and liaises with parents regularly, in partnership with class teachers.

School Consequences beyond Reflection Time
The school may issue an **Internal Exclusion** when a child will work under supervision away from their class for half or whole days 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.

Application of the Behaviour Policy
The school rules and policies concerning behaviour and discipline apply at all times when a pupil is at the school, representing the school, travelling to and from the school, and associated with the school at any time. This includes conduct online, such as in any written or electronic communication concerning the school and United Learning.

Unexplained Absences and Missing Child Procedures
The school monitors pupil attendance closely. Any unexplained absence is followed up immediately and can lead to a welfare check (home visit) or a referral to the local Police and Safeguarding Board (MASH /IFD) if concerns escalate. If a child is deemed to be missing from education, then this is reported to the Local Authority, who then take further action.

Induction for children new to the school
When children start at the school in Reception the school has a thorough and informative induction process.

When children start school within the school year, the school offers meetings with families, taster sessions, a class buddy and check-ins with the teacher and support staff. There is also good

communication with the previous school for records and information to be shared securely. Any new children who start within the year who have additional learning needs have meetings for parents with the Inclusion Leader before their child begins. All new pupils are briefed thoroughly by class teachers on the school's expected standards of behaviour.

5. 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 at the academy. Schools should also have clear policies and processes in place to deal with incidents of peer-on-peer abuse.

Definition of Bullying
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
- Prejudice-Based Bullying – related to religion/beliefs, gender, sexual orientation, disability, family circumstances
- 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.
- A 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 investigation lead member of staff.
- The Headteacher is informed.
- Bullying incidents are recorded on internal school logging systems (cpoms). This allows the school to track behaviour over time.
- 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. Suspension or even 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
- Parents /carers have a responsibility to inform the school about any bullying incident

Anti-Bullying Strategy

At Glebe Primary School, we place a strong emphasis on preventing bullying by promoting a positive, inclusive and respectful school culture where every child feels safe, valued and able to learn. Through our core values of Nurture, Inspire and Challenge, we actively teach children how to build healthy relationships, show kindness and respect, celebrate differences, and seek help when needed.

Bullying prevention is woven throughout school life and is supported through high expectations for behaviour, PSHE education, assemblies, British Values, online safety education, restorative approaches and positive role modelling by all staff. Children are regularly taught what bullying is, how to recognise it and what they should do if they experience or witness it. Anti-bullying themes

are explored through weekly PSHE lessons, Computing lessons focusing on online safety and cyberbullying, classroom discussions, circle times and assemblies.

The school also raises awareness through a range of dedicated activities and events, including:

- Annual Classroom Anti-Bullying Charters
- Anti-Bullying Week (Kindness Week**)** each November
- Online safety and anti-bullying poster competitions
- Targeted lessons and assemblies responding to emerging issues or concerns within particular year groups
- Additional teaching around equality, diversity and respectful language where monitoring identifies a need

Children are encouraged to be active bystanders, understanding that they have a responsibility to report concerns rather than ignore bullying behaviour. Pupils are encouraged to:

- Tell a trusted adult immediately
- Speak to their class teacher
- Speak to a member of the Senior Leadership Team
- Tell their parents or carers

Parents and carers who have concerns about bullying are encouraged to contact their child's class teacher in the first instance. All reports of bullying are taken seriously and will be investigated promptly and appropriately.

All concerns and confirmed incidents of bullying are recorded and monitored by the school's safeguarding team. This information is used to identify patterns, target additional support and inform preventative education. Following any incident, appropriate support will be provided and the situation will continue to be monitored to ensure the bullying has stopped and does not reoccur.

Please see definitions of bullying on previous page.

6. Contextual Safeguarding

Schools staff at Glebe Primary School always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. Also, that if staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they always follow the procedures set out in the Safeguarding & Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

School staff also refer to consideration of whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

Safeguarding Policy available on the school website.

7. Supporting Students with Special Educational Needs and Disabilities (SEND)

SEND Policy available on the school website.

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'*

Adaptations / Reasonable Adjustments

At Glebe Primary School, we make adaptations / reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These adaptations / reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adaptations may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. We are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour *(see Annex A).*

Considering whether a student may have unidentified SEND

Where there are concerns that a young person may have unidentified SEND, the school will adhere to its SEND referral and identification processes in line with the graduated approach *(see SEND Information Report / SEND Policy and Annex A for further information.)* A meeting with the Inclusion Leader () may be arranged to discuss further.

8. Consequences or Sanctions

The consequences of not adhering to the academy's behaviour standards are made clear in the Behaviour code on p. 8. At Glebe we emphasise the importance of staff regularly recognising and describing the behaviours they want to see pupils display, so that wherever possible, pupils are encouraged through school culture and ethos to make the right choices. Where they do not do so however, there will necessarily be consequences in response to those choices.

In applying consequences, or sanctions, especially those with serious consequences, the school undertakes reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

The school considers how the behaviour of pupils with SEND will be responded to including where additional support will be provided to ensure pupils can achieve and learn as well as possible. This includes:

- 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 adaptations or reasonable adjustments need to be made to the sanction in response to any disability the pupil may have *(see Annex A).*

Allegations against staff

The school takes its responsibilities for safeguarding extremely seriously, and all members of the school community are made aware through Safeguarding training 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 Safeguarding Policy available on the website.

Malicious accusations against staff

Schools have 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. Consequences can include internal exclusion, suspension and even permanent exclusion dependent on the severity of the malicious accusation.

9. Supporting pupils following a sanction

At Glebe Primary School we employ a restorative approach after any school sanctions. The class teacher is integral to all restorative work. After any low-level sanction e.g. time out of class, the class teacher will have a restorative conversation.

After a medium level sanction e.g. lunchtime reflection, the senior teacher leading lunchtime reflection time will have a restorative conversation with the child. During an internal exclusion restorative reflection with an adult takes place.

On return from a fixed period suspension, children are invited to their re-integration meeting so that their voice can be heard and so that their behaviour can be addressed and any extra support

agreed. In all cases supportive provision is provided after a suspension from school to ensure children are monitored and have the opportunity to improve their behaviour.

We use various strategies to support children to understand how to improve their behaviour and how to meet the behaviour expectations of the school. The support offered differs from child to child. Some need regular check ins at playtimes to talk through any issues or potential worry points, for others they require more structured regular pastoral time to learn how to manage anger and how to build friendships.

10. Use of reasonable force

The school follows 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 Principal/Headteacher have the power to use reasonable force and the policy provides that they 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 once with a particular child there is a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used 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. Relevant training and professional development should be updated with staff on a 2-3 year cycle.

Every member of staff will record on CPOMs and complete a restrictive intervention log form (which is held electronically by the DSL and Headteacher) and inform the Headteacher immediately after s/he has needed to restrain a pupil physically.

11. Prohibited items and searches

The policy provides for searching both without and with consent and reflects the legal position as indicated in the following notes. From time to time primary aged children can bring things into school in school bags which are not safe and sometimes bags have to be searched as a result, to ensure safety for all. **R**ecords of all searches carried out, including the results of any search, and the actions taken following that search are maintained by the school on CPOMS

The law relating to searches

Principals/Headteachers (or authorised members of staff) have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug.

The specific items which can be searched for without consent are provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies. This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Consequently, schools should note that it may also be necessary to undertake a search of a pupil's possessions to check for property not covered by the statutory power but identified in the school's behaviour policy as an item which may be searched for. If an item is **not** listed in the school's behaviour policy under this heading (or included in a separate document[1]) then a search cannot be conducted without consent from the pupil. Consequently, it is vital to include any specific banned item not on the DfE's standard list in the school's policy if it is likely to cause a problem to maintaining order in the school to the extent where a search without consent may be needed.

Only the Principal/Headteacher[2] or a member of school staff authorised by the Principal/Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

[1] If including in a separate document, this should be referenced in the behaviour policy.

[2] Schools which have different tiers / leadership titles such as Executive Principal or Head of School must make clear in their behaviour policy who can carry out the search. Schools should also be clear, through appropriate schemes of delegation, who is authorised to carry out searches in the Headteacher's absence).

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches without Consent

The following items are banned in school and pupils may be searched for them without their consent and without the consent of their parents:

- Mobile phones and smart watches (should be handed in at the start of the day to teachers and must not be left in bags or pockets)
- Cameras
- Vapes
- Knives or weapons
- Alcohol
- Tobacco (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list here) including drugs paraphernalia
- stolen items
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  i) to commit an offence,
  ii) to cause personal injury to, or damage to the property of, any person (including the pupil).
- So-called "legal high" drugs including those which are edible (regardless of whether they are technically legal or illegal) and/or anything pertaining to be a drug.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Head Teacher may carry out searches without consent.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data[3] on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection & Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy, and may then punish the pupil in accordance with this policy [and, Exclusions Policy], where appropriate.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

[3] All schools should also have regard to DfE guidance https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Searches with consent

The school may search pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags and coat or jacket pockets.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from pupils

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items.

12. Time away from the classroom

Sometimes it may be appropriate for a pupil to have some time away from the classroom in a separate space, such as for the purposes of managing their own deregulation, to ensure the safety of other pupils, or as a consequence of disrupting the learning of others. Careful consideration is given to how and in what circumstances such withdrawal from lessons is used. The use of removal from lessons allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but are still be meaningful for the pupil.

Preventing recurrence of misbehaviour

1. *Initial intervention following behavioural incidents*

The school provides a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. Relevant members of leadership and pastoral staff are aware of any pupil persistently making the wrong choices, misbehaving, whose behaviour is not improving following appropriate consequences or whose behaviour reflects a sudden change from previous patterns of behaviour.

2. *Reintegration*

The school provides a range of strategy for reintegration following any time spent away from classroom. This is age appropriate. The levels and kinds of support are numerous and can be provided to help the pupil return to mainstream education and meet the expected standards of behaviour.

3. *Monitoring and evaluating school behaviour*

The school uses cpoms, an online reporting system, which can collate data over time regarding behaviour at the school and generate behaviour reports. This data is reported to the Local Governing Board termly. The school leadership team use the data to identify trends and concerns. This is then acted upon e.g. by addressing through PHSE lessons or through closer monitoring of specific year groups or classes. The school also analyses data to look for strengths in provision and also areas which require action e.g. improved staff training in specific areas.

Specific behaviour issues

4. *Child-on-child sexual violence and sexual harassment*

In every aspect of the school's culture sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. All staff understand the importance of challenging all inappropriate language and behaviour between pupils.

5. *Behaviour incidents online*

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

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

Even where a pupil commits inappropriate online behaviour whilst not at school, these actions may 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
Parents and children should report misuse of social media to the school office and the concern will be passed on to senior staff at the school immediately.

The school expects responsible use of social media by all pupils at the school and any breach of the policy on the use of social media will result in disciplinary sanctions.

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 will be 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 nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

6. Mobile Phones

The expectation for mobile phone use by children in Y5 and Y6 is:
-Children must have parental permission to bring their phone to school and this is for the sole purpose of being in touch with home if children walk to and from school without an adult in Y5 and Y6 only.

-When children arrive at the school gate, they must turn all phones or smart watches off and put them in their school bag.

-When children enter their classroom they have to hand their phones and smart watches in to their teacher.

-Phones are locked away by class teachers during the school day and returned at the end of the school day.

-At the end of the school day phones are kept turned off and placed in school bag.

-Children can only turn phones on and sue them once they have reached the school gates on exit.

-If children attend any before or after school activities on site then they hand their phones in to the adults responsible for supervising them until the activity ends.

7. Suspected Criminal Behaviour

With any suspected criminal behaviour the school will need to report to police and preserve evidence; whether a tandem report to children's social care is required, DSL to take lead following KCSIE; and with specific regard to Part 5 of KCSIE re child-on-child sexual violence.

Annex A - The Graduated Approach

Behaviour is influenced by many complex factors, and it is important not to issue consequences or sanction where support is the appropriate response. Schools should demonstrate high expectations of all students. At all times, schools should scaffold the best behaviour that a student is capable of. The flowchart on the final page may be helpful for schools in devising their approach.

Adaptations or Reasonable Adjustments

[Schools will need to adapt this Annex to reflect their own approach and context.]

In addition to early intervention, we will consider the following areas in making adaptations or reasonable adjustments. This is not a prescriptive or exhaustive list and will be decided dependent on an individual's needs.

Any adaptation will be agreed between the school, student and parent/carer and recorded on the student's Individual Education Plan (or equivalent). These plans will be reviewed regularly (at a minimum, every 12 weeks in line with guidance from the SEND Code of Practice, 'Assess Plan Do Review' cycle).

Adaptations will be applied as consistently as possible across all aspects of school provision: lessons, social times, extra-curricular activities, lesson removal / internal suspension rooms.

General Adjustments (where additional behaviour support may be needed)

- Work in collaboration with students and parents/carers to agree an overall approach.
- Identify a key adult and supervised safe space to go to in school. Agree when and how this support can be accessed (for example, weekly check in meetings)
- Agree daily / weekly home-school reports or home-school mood diary / tracking

Transitions

Starting a new school, returning after an absence, changes to routine or even moving between lessons / activities can be a real challenge for some students. At such times, we will use inclusive strategies such as effective routines, visual timetables or step by step instructions for those students who may need extra support.

Learning Environment

- Where applicable, we will consider the student's sensory needs – smells, sounds, lighting, temperature, and complete a sensory profile, if needed.
- Seating plan adaptations / position in room will be considered where necessary.

Learning Strategies

- Cue student to stay on task with agreed non-verbal / private signal
- Provide additional think time or pre-prepare student prior to reading aloud / questioning

- Increase immediacy / frequency of bespoke rewards
- Provide exam access arrangements (see below) as normal working practice

Exam Access Arrangements

We will support students with exam access arrangements, either across all subjects or for specific subjects, as required. We will ensure early application for such arrangements (where necessary) in line with the JCQ guidance. Examples include:

- Reader / computer reader / read aloud
- Scribe
- Supervised rest breaks (brain breaks / movement breaks). Pre-agree the frequency and length of these
- Prompter
- Visual timer / individual timer on student's desk
- Access to word processor
- Separate room
- White noise / music through headphones *(JCQ update 24/25)*
- Allow the student to see the exam room / meet their invigilator prior to the exam/s

The JCQ guidance here gives further information and is used by school to determine what arrangements individual students may need: JCQ-AARA-24-25_FINAL.pdf

Internal suspension (reflection) room

All other pre-agreed reasonable adjustments applied as normal working practice. Additionally:

- Key worker support / extraction to enable success
- Completion of a problem-solving frame / reflection document with key worker

SENCo / External Professional Input

- Solution focused planning session
- Further recommended staff CPD

Annex B – Internal Guidance on Managed Moves and Off-Site Direction

Guidance for Academies on Managed Moves and Off-Site Direction (including Cluster Cross-Site Direction)

Introduction
Managed moves, off-site direction, and cluster cross-site direction can all play an important part in approaches to behaviour management. They can help maintain high standards of behaviour and ensure a safe and supportive learning environment for all students. This guidance outlines the principles, processes, and best practices for implementing these strategies effectively.

Schools must ensure they follow the DFE's Suspension and permanent exclusion guidance when using any of these strategies.

1. Managed Moves

Definition
A managed move is a voluntary **but permanent** agreement between schools, parents/carers, and the pupil for the pupil to move to another school permanently. This is usually considered when all other behaviour management strategies have been exhausted.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments have been completed or explored prior to a managed move. (para 50 DfE suspensions and exclusions guidance).

Key Principles

- **Permanent:** As made clear in the DFE guidance, managed moves are permanent arrangements. There is no such thing in DFE guidance as a 'failed' managed move where the student returns to the original school without the new school having issued a PEX.
- **Voluntary Agreement**: Managed moves should be agreed upon by all parties involved, including the pupil, parents/carers, and both schools. It requires the consent of parents and the mutual agreement this is the right thing for the child. Parents should not be coerced into a managed move and it should never be offered 'to avoid an exclusion'. DFE guidance is clear that if a parent is pressured to accept a managed move this could be considered off-rolling.
- **Be in the Best Interests of the Pupil**: The move should be in the best interests of the pupil, providing them with a fresh start in a new environment. They should not be used as a consequence of or sanction for previous poor behaviour.
- **Clear Objectives**: The objectives of the move should be clearly defined, including expected behaviour improvements and academic goals.

Process

1. **Initial Discussion**: The current school discusses the possibility of a managed move with the pupil and their parents/carers. The rationale and purpose for the move should be clearly explained, and documented.
2. **Agreement**: If all parties agree, the current school contacts potential receiving schools.
3. **Consider Off Site Direction**: Managed moves are permanent arrangements, and there can be no trial period. However, an off-site direction could be used to test the water before progressing to a managed move. In which case the process relating to an Off-Site Direction (see below) should still be followed.
4. **Final Decision**: Following careful discussions and mutual agreement the move would be in the best interests of the pupil; the move is confirmed and induction arrangements made for the pupil to start at the new school.
5. **Document all discussions and decisions**: All meetings relating to a potential managed move should be carefully minuted. It is very important that all parties agree and that the decision is arrived at on a collective basis and that all parties are of the view the move best serves the child.
6. **Change in Registration**: As a managed move is permanent, it involves a move from the home school's admission register to the admission register of the new school.
7. **Information Sharing**: Any managed move should be preceded by information sharing between the home school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the child is provided with an effective integration strategy.

Safeguarding and Attendance

- As a managed move is a permanent arrangement, the new school assumes responsibility for safeguarding and attendance at the outset.

2. Off-Site Direction

Definition

Off-site direction is a temporary measure where a pupil is directed to attend another educational setting to improve their behaviour or seek a fresh start opportunity **(previously referred to as a managed move).** This can include alternative provision or another mainstream school. Principals of United Learning Academies have delegated powers (through our Scheme of Delegation) to

direct off site where appropriate. *Please be aware that if schools continue to refer to such temporary placements as 'managed moves' – which has been the case in the past – they risk running into difficulties with potential complaints as the arrangements for managed moves are different – as set out above.*
Directions offsite can be an effective way to manage behaviour in a planned and strategic way rather than as a response to a single incident. They should be short term and remain under review. The arrangements for this should be stated overtly in a letter to parents that follows the direction.

Key Principles

- **Temporary Measure**: Unlike managed moves, off-site direction should be used as a short-term intervention only. Neither parents nor pupils have to agree to the direction (again, unlike a managed move), although it is in the best interests of all parties if agreement can be reached.
- **Clear Objectives**: The purpose and duration of the off-site direction should be clearly communicated to the pupil and their parents/carers.
- **Support and Reintegration**: Pupils should be supported by the school during the off-site period and a plan must be put in place for their reintegration back into the home school at the end of the off-site direction period.

Process

1. **Assessment**: Assess the pupil's behaviour, what intervention is needed to address it and determine if off-site direction is appropriate.
2. **Selection of Provision**: Choose an appropriate off-site provision that meets the pupil's needs as determined at 1. above. Off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.
3. **Parental Involvement**: Inform and involve parents/carers in the decision-making process. Whilst consent is not a pre-requisite for an off-site direction, schools must ensure parents (and the local authority, where the child has an EHCP) are notified in writing and provided with information about the placement as soon as practicable after the decision to give a direction has been made and no later than two school days before the day the pupil is required to start attending the placement. Whilst consent is not required, schools should be mindful of the individual needs and circumstances of the family before finalising arrangements.
4. **Monitoring**: Regularly monitor the pupil's progress and behaviour at the off-site provision.
5. **Dual Registration**: The child must be dual registered during any period of off-site direction.

6. **Review:** The placement should be kept regularly under review to ensure it is meeting the intended objectives. Parents should be invited to each review. Although parental consent is not needed, parents (and, where the child has an EHCP, the local authority) can request, in writing, that a review meeting takes place. When this happens, schools must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
7. **Extension:** If the placement is to continue beyond the original timelines, schools must give written notification to parents (within six days of the review meeting where the decision to continue the placement is agreed) including their reasons for the extension and how long the extension will last.
8. **Reintegration**: Review the pupil's progress and plan for their reintegration into the home school.
9. **Failure**: If the direction fails (i.e. breaks down before the off-site direction is due to end), the child must return to their home school. Significant care should be taken in such circumstances with regards any subsequent sanctions. An immediate PEX should only be issued if the behaviour that triggered the off-site direction was extreme or dangerous and the school can demonstrate the risk of keeping the child in school is too severe (i.e. the case meets all the thresholds of a PEX and isn't a result of the failure of an off-site direction). The risk of this occurrence happening is minimised if off-site direction is used as a carefully considered approach to improving behaviour, rather than a reactive response to an isolated incident.

Safeguarding and Attendance

- The home school retains safeguarding responsibilities for the child for the time they spend in another setting. The school must ensure that the off-site provision has robust safeguarding policies. Safeguarding measures must be put in place during the transition.
- Both schools must be communicating and safeguarding the child at all times. The home school must take proactive measures to ensure the child is safe, such as setting up a weekly attendance call between the school and setting, and/or a weekly DSL catch up between the home school and the receiving setting for a child identified as vulnerable.
- Attendance must be monitored closely to ensure the pupil is engaging with the new school. If there are any issues with attendance then the receiving school should contact the home school immediately as part of their daily attendance procedures.

3. Cluster Cross-Site Direction

Definition

Cluster cross-site direction is a temporary measure where a pupil is directed to attend another local school within the same United Learning cluster for a specified period. It is essentially a form of off-site direction which keeps the child within United Learning, which is likely to be a more familiar setting than a school outside of the Group. This strategy aims to provide a change of environment to help improve the pupil's behaviour while maintaining their educational engagement.

We would hope that schools within the same cluster have a mutually supportive cluster-based approach in place as part of strategies to reduce exclusions.

All of the above principles regarding off site direction apply, even if the direction is to another school within the cluster. Being in the same cluster does not exclude either school from the principles set out in 2. above.

Benefits

- **Behaviour Improvement**: A new environment can help break negative behaviour patterns and help prevent exclusions.
- **Educational Engagement**: The pupil continues their education without interruption, benefitting from our common curriculum and familiar resources and approaches.
- **Supportive Network**: Utilises the resources and support within United Learning.

Legal and Policy Considerations

- **Compliance with Regulations**: Ensure compliance with relevant regulations, including the School Attendance (Pupil Registration) (England) Regulations.
- **Documentation**: Keep detailed records of all decisions, agreements, and reviews related to managed moves, off-site directions, and cluster cross-site suspensions.
- **Parental Complaints**: Ensure your complaints policy is up to date and makes clear how parents can make a complaint. The process for complaining about an off-site direction or managed move would be the same as any other complaint (i.e. no separate process is needed).
- **Direction off site**: These are decisions made unilaterally by the school.[4] As such they can be subject to heightened legal scrutiny by way of judicial review (challenge to a decision made by a public body). This can be on grounds of irrationality (e.g. failure to take account of relevant factors, taking account of irrelevant factors, making a decision no reasonable person would

[4] Noting that it is always good to gain parental agreement, this can be withdrawn at any time.

make), procedural irregularity (e.g. not allowing proper reviews) and illegality (e.g. not acting within the legal framework). As such, decision making should be considered, with care taken to record a detailed rationale.

Conclusion

Managed moves, and off-site directions including cluster cross-site direction, are valuable tools for supporting behaviour management in schools. By following this guidance, schools can ensure these strategies are implemented effectively, providing pupils with the support they need to succeed.

Annex C – Internal Guidance on the Appropriate Use of Alternative Provision

Introduction

Alternative Provision (AP) refers to educational settings and programs designed to meet the needs of students who may not be coping or thriving in mainstream education. This guidance aims to support schools with using AP appropriately to help to support students' educational and personal development.

Schools must have due regard to the DFE guidance available here: Arranging Alternative Provision - guide for LAs and schools. This guidance gives the following definition of Alternative Provision as…

> *…education arranged by local authorities for children of compulsory school age who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; alternative provision can also be used by schools for children on a suspension (fixed period exclusion); and for children being directed by schools to offsite provision to receive education intended to improve their behaviour.*

Objectives of Alternative Provision

- **Ensuring Suitable Education**: To arrange suitable education for children of compulsory school age who cannot attend mainstream provision due to exclusion, illness, or other reasons.
- **Behaviour Improvement**: To provide education for children on suspension or those directed off-site to improve their behaviour.
- **Reintegration**: To support children in overcoming barriers to learning and assist their reintegration into mainstream education or transition to post-16 destinations.
- **Quality Education**: To ensure that all children receive a good quality education, tailored to their age, ability, aptitude, and any special educational needs (SEN) they may have.
- **Early Intervention**: AP can support early intervention in mainstream schools to improve school capacity and capability to respond to rising issues over behaviour, attendance, mental health or other needs. Interventions can reduce the likelihood of children becoming persistently or severely absent, reducing preventable exclusion and the need for longer term placement into alternative provision.

Commissioning

Both the local authority and the school can commission AP, although the reasons behind each of them doing so varies.

- **Schools** will most typically be the commissioner in using AP to address behaviour concerns, such as using AP for children on a fixed term exclusion, or for an off-site direction.

- **Local authorities** must arrange suitable full-time education for children of compulsory school age who would not receive suitable education without such provision, e.g. due to medical conditions or following a PEX. Local authorities also maintain the responsibility for any placement for a child with an EHCP.

Regardless of who is taking the lead on commissioning, both parties should ensure the other is kept well informed about the placement and ensure plans for reintegration of the child back into mainstream are in place at a suitable point.

Types of Alternative Provision

1. **Off-Site Provision**: A range of external programs or settings that offer specialised support.
2. **In-School Units**: Dedicated units within the school that provide targeted support.

In-School Units

Purpose

- In-school units are designed to offer a supportive environment within the school where students can receive tailored interventions without being completely removed from the mainstream setting. The benefits of these settings are that the students receive continuity and have familiarity with staff and the rules and routines of their school, as well as protecting social connections and relationships.

- Whilst the main points in this guidance relate to external provision, schools should ensure similarly robust processes are in place for any provision provided on-site, particularly around quality standards, induction, record keeping and reintegration.

- Further information on using in-school units can be found in the DFE's Behaviour in schools - GOV.UK guidance.

Placing external children into an in-school unit (off-site direction)

- Most in-school units will be for a school's own students, although some do take children from other schools, particularly within United Learning such as through cluster arrangements.

- **Off-site direction:** In these scenarios, any placement of a child who isn't already on roll at the school would need to be managed via an off-site direction. The principles set out in the guidance on Managed Moves and Off-Site direction must apply in these circumstances.

- **EHCP:** Where a child with an EHCP is placed in an in-school unit (i.e. within the school named on their EHCP), the relevant statutory duties for the school and local authority will continue to apply.

Registered and Unregistered Provision

- **Registered Provision:** Registered provision refers to AP settings that are formally registered with Ofsted. These settings are subject to regular inspections and must meet specific standards and regulations.

- **Unregistered provision:** includes AP settings that are not formally registered. While these settings may offer valuable support, they are not subject to the same level of oversight and regulation as registered provision. As such, if schools decide that unregistered provision is the most suitable setting for a child, it is essential they ensure checks are robust and regular. The school (or local authority if they have commissioned the placement) is responsible for the safety and quality of the provision they use and that the placement is appropriate for the child's needs.

- **Quality assurance:** many areas use quality assurance frameworks, with local authorities, schools and providers working collaboratively to produce approved lists of local unregistered alternative provision. Approved providers are measured against clear, locally defined standards, including where registration may be necessary, safeguarding, health and safety, quality of accommodation, quality of education etc. However, even if a setting is listed on a local framework, the home school must still ensure they complete effective due diligence before placing a child in the setting.

Full time – Part time

Pupils have a right to full time education. Where it is in their best interests for reasons which relate to their physical or mental health for full time education not to be provided, education can be provided on such a part time basis as the Local Authority considers to be in the child's best interests. Therefore, before making part time provision the agreement of the Local Authority should be obtained. Failure to do so may result in legal challenge, especially if the pupil has Special Educational Needs and/ or a disability.

School's Responsibilities to Check Provision is Suitable

Schools must conduct thorough due diligence to ensure that any AP setting, whether registered or unregistered, is suitable for their students. This includes:

- **Quality Assurance:** assessing the quality of education and support provided. Alternative provision and the framework surrounding it should offer good quality education equivalent to that provided in mainstream (or special) schools. The provision must be suitable to the child's age, ability and aptitude, and any SEN they have. Provision should also support the child to overcome their individual barriers to attainment and achievement, giving equal consideration to their pastoral needs, and enabling them to thrive and prosper in the education system. Provision should address a child's physical or mental health needs as well as personal, social and emotional needs, alongside their educational needs.
- **Qualifications:** Children should be given the opportunity to take appropriate and relevant qualifications. This would help prevent them from falling behind their peers and ensure that they are able to access their chosen post-16 destination.
- **Safety and Welfare:** ensuring the setting has appropriate safeguarding measures in place. Schools should ensure there is a section within their Safeguarding Policy that addresses checks within any AP setting used by the school. The school (where the school is the commissioner of the placement) continues to retain safeguarding duties towards the child and should therefore be satisfied that the provision is in a safe environment as well as meeting the child's pastoral and educational needs. Should safeguarding concerns arise with the actual placement, the placement should be immediately reviewed and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
- **Attendance:** When a child is attending an alternative provision school, the school must ensure that they have arrangements in place whereby all absence is followed up promptly, particularly unexpected and unexplained absence. Arrangements must be in place whereby the AP setting notifies the school of any absences by the child. The school should always know where the child is during school hours. This includes having records of the actual address of the commissioned AP plus any subcontracted provision or satellite sites the child may attend.
- **Curriculum:** Alternative provision should aim to deliver a high quality, broad and balanced curriculum that responds to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life. The DFE guidance sets out further information on curriculum on page 20.
- **Staff Qualifications:** Verifying the qualifications and experience of staff. The education offered by alternative provision settings should be of a good quality, delivered by high quality qualified staff who have undertaken suitable training, and have relevant experience and safeguarding checks.
- **Facilities:** Checking that the facilities are adequate and safe.

Dual Registration

- Where a child has been directed off-site to an alternative provision school, the child should always be dual registered from the beginning of the first day on which the school has directed the pupil to attend the provision. For the purpose of the school census a child should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Alternative Provision for children with an EHCP

- **Local authorities are responsible** for maintaining a child's EHCP. As such, if the educational setting named on a child's EHCP believes that the child would benefit from alternative provision, they should inform the local authority responsible for the EHCP so that the authority can then consider whether to review the plan.

- If the local authority agrees that an intervention from an alternative provider might be appropriate, the local authority would need to consult the child's parents, consider their wishes and consult with the alternative provider to ensure they are able to meet the child's needs.

- The local authority may need to review and amend the EHCP, for example to name the alternative provision school in Section I as a new placement or as a dual placement alongside the home school or other institution.

Induction and Assessment

- As a child can enter alternative provision at any point in their school career and at any point in the academic year, it is essential that robust induction and baselining take place. Prior to the placement starting, all relevant information from the school, local authority (if involved), relevant agencies and the parents should be shared, including information about any SEND or medical needs, safeguarding concerns, as well as academic achievement and any noted barriers to learning such as poor literacy. Information must be provided in accordance with data protection principles.

- A carefully thought through induction plan is essential in order to help establish the placement in a positive manner and support the child in building relationships with key people within the alternative setting. This will also enable the provider to better understand the child, therefore enabling any tailoring to curriculum / provision to take place to maximise the opportunities for success.

- A baseline of the child's previous attendance and engagement with education should also be included as part of the induction. This will enable the provider to effectively track and monitor patterns of absence, future attendance and engagement and demonstrate improvements that are made.

- A plan and process should be agreed at the outset regarding reintegration of the child successfully back into their home school. The plan should include details of how to assess when the child is ready to return to their home school and should provide an appropriate package of support, from both provider and home school, to assist their reintegration.

Regular Monitoring
Schools should regularly monitor the progress and well-being of students placed in AP settings. This involves:

- **Visits:** Conducting regular visits to the AP setting as part of safeguarding and attendance checks, as well as ongoing quality assurance.
- **Feedback:** Gathering feedback from pupils, parents, and AP staff. The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement.
- **Review Meetings:** Holding review meetings to discuss the student's progress and any concerns – at least half-termly – to ensure the provision is achieving its objectives and that the child is attending regularly.

Documentation

Schools must maintain detailed records of the AP settings used, including:
- **Contracts:** Formal agreements with the AP provider outlining expectations and responsibilities.
- **Reports:** Regular reports on the student's progress and any issues encountered.

Monitoring and Evaluation of Alternative Provision

- **Regular Reviews**: Conduct regular reviews of students' progress and the effectiveness of the AP.
- **Feedback Mechanisms**: Gather feedback from students, parents, and staff to inform improvements.
- **Outcome Tracking**: Track academic, behavioural, and personal development outcomes to measure success.

Reintegration

- **Carefully planned:** Plans for reintegration back to the home school should be given as much care and attention as those for the initial induction.

- **Final report**: The home school should receive regular reports from the provider on the child's achievements and progress, including on their attendance and behaviour management, during the placement. A final report should be produced in anticipation of the child returning to their home school.
- **Support**: When the placement is due to come to an end a discussion should take place between the home school, provider, child (if age appropriate), parent and any relevant external agencies to confirm reintegration arrangements and agree any additional support the child may need, and who will provide it, in order for their return to mainstream school to be a success.
- **Destinations:** If the placement does not end with reintegration into the school – e.g. when a child reaches the end of Y11 while still in alternative provision – the provider and home school, if appropriate, should have a plan in place to secure a successful destination into further education, training or employment

Annex D: Glebe 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. 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?	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. 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).
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?	Each morning when you enter the classroom: • 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.
What barriers might prevent the routine from being successful?	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. 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.

STAR - Active Engagement	
Why is this routine important?	• 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?	When teacher says, 'Show me star' (attention cue) the children will do the following: S – sit up, stay engaged T – track the teacher A – ask and answer questions R – respect others
What instructions will we provide the children with, so they understand our expectations?	STAR poster with visuals cues to be displayed at the front of the classroom. Breakdown of the meaning of each instruction: • 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? Regular rehearsal and positive reinforcement as focus for the first 3 weeks of term.
What barriers might prevent the routine from being successful?	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. 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.

Terrific Classroom Transitions	
Why is this routine important?	• 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?	• 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?	<u>To move to another location in the classroom:</u> • 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 an 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 <u>To move into line ready to transition out of classroom</u> • 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 an 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?	A possible barrier is there to successful transitions? 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’.

Assembly	
Why is this routine important?	• 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?	• All classes move quickly, calmly and silently into 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?	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.

	Entry • Enter assembly led by the adult • Sit down without speaking when asked. • Keep your hands and feet to yourself. Exit • 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?	Children begin to talk during the transition into assembly: • 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?	• 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?	• Whistle blown 10 minutes prior to the end of break and all adults on duty remind children to tidy equipment and use the toilet if needed. • Children have been told that this is also the time to speak to an adult if they have had any difficulties with other children.

	• Whistle blown once and all children silently stand still and track the adult on duty. • Two TAs, in two locations, to hold up class name and to call out, '6 Rowan'. • All children in 6 Rowan class to WALK into school where their teacher will also be walking in ready to greet them on the door. • The next class sign to be held up by the same two members of staff while they call out, '4 Cedar'. • As before, all 4 Cedar class must WALK to their door/class where their class teacher will be to greet them. • Repeat until all children are in the class
What instructions will we provide the children with, so they understand our expectations?	Teachers to be ready to collect children from the playground at the end of play. 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: Two adults on duty will show a sign for the class to go in - verbal prompt: '6 Rowan walk quickly and calmly to your line' • All children will be taught this routine, and it will be the same for every playtime. • All staff on duty must have high expectations that children will walk quickly and calmly to their class. • If children run, they must be stopped and held back to walk in with an adult.
What barriers might prevent the routine from being successful?	Children do not stop/are not quiet when the whistle blows: • 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. • All teachers to be out when the whistle is blown to support the calm walking back into class. • Children who are not following instructions given a 5-minute timer at the beginning of the next playtime. Children do not report playtime troubles to staff on duty and bring them into class.

	• 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.

Glebe Behaviour Routines Summary

Entering the classroom in the morning

Each morning when you enter the classroom:

- 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.

Assembly

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.

Entry

- Enter assembly led by the adult
- Sit down without speaking when asked.
- Keep your hands and feet to yourself.

Exit

- 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

STAR - Active Engagement

STAR poster with visuals cues to be displayed at the front of the classroom.

Breakdown of the meaning of each instruction:

- 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?

Regular rehearsal and positive reinforcement as focus for the first 3 weeks of term.

Terrific Classroom Transitions (1)

To move to another location in the classroom:

- 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

Terrific Classroom Transitions (2)

To move into line ready to transition out of classroom

- 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.

End of playtime/lunchtime

Teachers to be ready to collect children from the playground at the end of play.

- Step 1: Adult on duty blows the whistle once and raises their hand - 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 step until this has been achieved by all.
- Step 2: Two adults to hold up the first class name and to call out, '6 Rowan WALK calmly into class'.
- All children in Rowan class to WALK into school where their teacher will also be walking in ready to greet them on the door.
- The next class sign to be held up by the same two members of staff while they call out the next class name, '4 Cedar'.