

GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

Behaviour & Exclusions Policy 2025-2026

Updated: Autumn 2025
New Review: Autumn 2026

Approved by the Local Governing Board on 23.09.25



Signed by: Mrs. J Findlay & Mrs. S McCorry
Position: Co-Chairs of the Local Governing Body

UNITED LEARNING BEHAVIOUR POLICY

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

Date of last central office review:	Autumn 2023	Review Period:	1 year (minimum)
Date of next central office review:	Autumn 2024	annually	Lydia Broadley (UL)
Date of next school level review:	Summer 2024- Summer 2025		
Date of next school level review:	Summer 2026	annually	
Date of next central office review:			
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

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



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General Statement

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

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

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

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Aims of our Behaviour and Anti-Bullying Policy

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

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.

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

Nurture	Inspire	Challenge
We are kind <i>To ourselves and others</i>	We work hard <i>In our learning</i>	We are brave <i>In managing situations</i>
1. We are welcoming and include everyone	1. We don't give up when things are tough	1. We are confident
2. We celebrate uniqueness	2. We always try our best	2. We make mistakes and learn from them
3. We can apologise and forgive	3. We present our work with pride	3. We are willing to try new things
4. We support and encourage each other	4. We encourage each other	4. We love to win but we accept defeat
5. We think about people's feelings	5. We work together as a team	5. We know how to ask for help and advice
6. We show respect to others	6. We reflect on our work	6. We problem solve
7. We listen to each other	7. We concentrate	7. We stand up for what we believe in
8. We share and take turns	8. We volunteer ideas	8. We manage and share our emotions
9. We are caring towards each other	9. We use time effectively	9. We strive to be better
10. We care about our environment	10. We volunteer and ask questions	10. We are aspirational
11. We are polite	11. We challenge ourselves in our work	11. We see things from different views
12. We value friendships	12. We are creative	12. We believe in ourselves
13. We are positive with our words	13. We like to discover new things	13. We strive to get better every day
14. We play sensibly	14. We can be independent	14. We take risks
15. We are honest	15. We are good role models	15. We accept criticism and learn from feedback
16. We are healthy	16. We debate	16. We are open-minded
17. We can work as part of a team	17. We are ambitious	17. We accept apologies and move on
18. We are patient with ourselves and others	18. We explain	18. We have grit and determination
19. We compromise	19. We are curious	19. We are motivated
20. We try to make kind choices	20. We are critical thinkers	20. We have self-worth



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.

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 Deputy Head 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 class room). Adults are asked to reinforce the giving of marbles by walking their class around the school holding up five fingers on their hand. Should the children arrive at their destination showing excellent behaviour, the class will receive the whole five marbles in their jar. Marbles should not be taken away from a class once given, as a sanction.





Rewards and Sanctions

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

School Rules (Version for staff)	
Rewards	Consequences ...
<ol style="list-style-type: none"> 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: N C 5) Marbles (whole class award). 6)) Head teacher N C 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. 	<div>  Low Level </div> <ol style="list-style-type: none"> 1. A quiet reminder (non-verbal signal). 2. Another quiet reminder (1:1 correction). 3. Reset in class e.g. time out or move seat for two minutes. 4. Move to the class focus table, away from others.
	<div>  Moderate </div> <ol style="list-style-type: none"> 5. Spend one lesson in another class with work set by the class teacher. Restorative conversation with class teacher on return. 6. Class teachers to call home if a child has to be sent out of class, on the same day.
	<div>  Serious </div> <ol style="list-style-type: none"> 7. If behaviour becomes a safety issue or if a child is defiant and/or disruptive: The child will leave the classroom. A meeting with parents will be called and an internal exclusion may be considered. 8. When behaviour is extreme in nature a Fixed Period Suspension from school will be considered. Very serious behaviour could ultimately lead to a permanent exclusion.

Behaviour Code for Classrooms

EYFS and Y1



	
<ul style="list-style-type: none"> ✓ Praise and Glory! ✓ Positive message home. ✓ NIC tokens ✓ Class marble awards ✓ Headteacher NIC Star Award in assembly and certificate. ✓ Marble treat time for the class ✓ Winning House extra playtimes 	<ol style="list-style-type: none"> 1) A quiet reminder 2) Second quiet reminder 3) Move to the focus table in class with a timer 4) Time out for a whole lesson in another class. Parents informed the same day. 5) Possible lunchtime reflection with class teacher. 6) Possibly a longer time out of class and meeting with parents. 7) Behaviour plan 8) Possible suspension.





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Behaviour Code for Classrooms Y2 and KS2



	
<ul style="list-style-type: none"> ✓ Praise and Glory! ✓ Positive messages home. ✓ NIC tokens ✓ Class marble awards ✓ Headteacher NIC Star Award in assembly and certificate. ✓ Marble treat time for the class ✓ Winning House extra playtimes 	<ol style="list-style-type: none"> 1) A quiet reminder 2) Name on a post it 3) Move to the focus table in class with a timer. 4) Time out for a whole lesson in another class. Parents informed the same day. 5) Possible lunchtime reflection with senior teacher. 6) Possibly a longer time out of class. 7) Behaviour plan 8) Possible suspension.

Break Time and Lunch Time

School Rules-Playtimes and Lunchtime (for staff)	
Rewards	Sanctions ...
<ol style="list-style-type: none"> 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. 	<p> <u>Low level</u></p> <ol style="list-style-type: none"> 1. A quiet reminder. 2. Time out at the side of the playground for up to 2 minutes. This may need to happen a number of times. 3. Time out for 10 minutes (on a designated bench). The class teacher will be informed.
	<p> <u>Moderate</u></p> <ol style="list-style-type: none"> 1) A lunchtime reflection time on the same day or next day. 2) If antisocial, unsafe or aggressive behaviour persists over time, then a temporary adjustment may be made to the child's playtime choice (for example, temporary football ban or use of the Haven room). This is to allow the child to reflect on their actions and to learn how to behave in a safe and kind manner. Re-integration back to the main playground would be gradual.



	<div style="background-color: yellow; text-align: center; padding: 2px;">Serious</div> <div style="background-color: red; color: white; padding: 10px;">  Serious 3) If behavior is dangerous then a child will be escorted to the Headteacher immediately. A Fixed Period Suspension for a number of days or for a number of lunchtimes may be considered for a number of days. 4) Very serious behaviour can ultimately lead to a permanent exclusion. </div>
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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

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

Early Years' Foundation Stage (EYFS)

In EYFS, if a child shows disruptive behaviour they would not be required to undertake a lunchtime detention. 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 members of SLT. 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 will also monitor behaviour over time.

Communication between Parents and Carers and the school



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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.

Behaviour Plans

The school utilises a Behaviour Plan for children who need more support put in place by the SENCO and class teacher. 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 SENDCO updates these programmes and meets and liaises with parents regularly.

Behaviour Risk Assessments

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

Re-Integration Plans

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

School Sanctions beyond Reflection Time

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

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

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

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.

Legislation and Guidance regarding Suspension and Exclusion



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

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

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

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

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

The Investigation

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

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

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

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

Headteacher's Decision

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

Notification

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



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

Role of the Local Governing Body

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

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

Additional Requirements for Permanent Exclusion

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

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

Independent Review Panel Procedure

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

Managed Moves

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

Managed moves will only be offered as part of a planned intervention.

Behaviour outside of school premises

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

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



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

Use of Positive Handling

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

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

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

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

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

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

The policy should make clear that every member of staff will inform the Headteacher immediately after s/he has needed to restrain a pupil physically. The school keeps a record of all incidences.

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
- Sexual – unwanted physical contact, sexually abusive comments or homophobic comments
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Online - threats by text messaging/calls/e-mails/MSN and all social networking sites
- Any type of peer on peer/ child on child or Adult to Child behaviour of concern.
- Radicalisation and Extremism (Prevent).

What should pupils do when they are being bullied?

- Tell an adult (at home or school)

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

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

Our Procedures

The school will raise the awareness of bullying through:

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

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

- When bullying is reported, the incident will be dealt with immediately.
- The headteacher or senior member of staff will interview all concerned unless advised not to by external experts e.g. regarding Prevent duties there is a different procedure (see Child Protection Policy).
- A clear written account of the incident will be recorded by the headteacher or senior member of staff.
- When bullying has occurred, parents/carers (of both parties) will be informed.
- Relevant staff are informed, as appropriate and sometimes external bodies, depending on the nature of the incident.
- Sanctions, including the involvement of outside agencies, will be used as appropriate. Exclusion may be necessary in cases of severe or persistent bullying
- Support will be offered to help the victim
- Support/strategies will be offered to help the bully (bullies) change their behaviour
- After an incident has been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place
- Children at risk (as a victim or perpetrator) are made known to staff, as appropriate



- Where appropriate, feedback will be given to a group/class/year group to explain how an incident of bullying has been dealt with
- Parents /carers have a responsibility to inform the school about any bullying incident

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

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

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

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

The school Special Needs Support Co-ordinator, Mrs. Jackson supports children with identified additional educational need. She also offers staff training to develop understanding and provision.

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

Involving Parents

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



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

Specific behaviour issues

Child-on-child inappropriate sexualised behaviour

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

Behaviour incidents online

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

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

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

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

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

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

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

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



Mobile Phones

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

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

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

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

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

Suspected Criminal Behaviour

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

Allegations against staff

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

Malicious accusations against staff

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

Staff Training

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

Monitoring and Review

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



oversee behaviour management leadership at the school and monitor data and systems. They receive updates regularly.



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Appendix A

Individual Reasonable Adjustment to the Behaviour Policy

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

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

Example of the Graduated Approach to adjustments

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

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

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

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

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Increased use of praise	Pre-warnings given
Time out card	Shorter length for reflection time if appropriate
Use of Thrive provision	Access to Thrive team support before or after reflection time if needed.
Seating Plan adjustment	Deciding how the behaviour policy sanctions will support a restorative approach for each individual e.g. home and school action to address key behaviour.
Short and repeated instructions	Adaptations in class and around the school.



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

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

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



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