



# Anti-Bullying and Behaviour Policy

**Including: Harmful Sexual Behaviour, Suspensions and Isolations**

**Headteacher:** Mr Martyn Clarke

**Behaviour/Inclusion Leader:** Mrs Hilary Johnson

Approved by Governors March 2025.  
Review Spring 2026.



## Our Vision

At Glebe Primary School, we believe that a positive and respectful environment is essential for effective learning. This Behaviour and Suspensions Policy outlines our expectations regarding behaviour, the procedures for addressing misbehaviour, and the circumstances under which suspensions may be applied. This policy is designed in accordance with UK government legislation and best practises in education.

### The Glebe Way

At Glebe Primary School we will establish a set of 'fundamental givens' which we define as 'The Glebe Way.' As part of the learning experience and positive approach to behaviour management, children can expect:

- Clear routines and expectations across the school. Classes will have well-established routines.
- The use of specific strategies, such as "Raised hand for attention", "Volume level chart", and "3, 2, 1 instructions", will be implemented and reinforced consistently to ensure all children are prepared to learn.
- The use of early morning work will be used to engage purposefully, focusing on retrieval and revisit activities to consolidate previous learning.
- The implementation of teaching strategies, such as "My Turn, My Turn, Your Turn" and the use of learning partners, will be planned for and reviewed regularly to support the deepening of learning.
- The use of positive behaviour strategies will be embedded consistently across the school to promote the desired learning behaviours.



# Behaviour

## Principles

Glebe Primary School endeavours to offer every child a safe and secure learning environment in which they can achieve their potential and take growing responsibility for their own actions. We believe that children respond best to positive praise and reinforcement but accept that there will be times when sanctions are necessary in the management of behaviours. We are reliant on the whole school community to support this policy, including parents and families.

## Aim:

To nurture responsible and confident young people, helping to instil a strong awareness of the needs of others, accountability for their own actions, and to develop a resilient, positive outlook.

## Objectives:

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievement at all levels is acknowledged and valued.
- To enable each child to accept responsibility for his/her own behaviour by encouraging independence and self-discipline
- To raise awareness of appropriate behaviour
- To have a consistent approach to behaviour management throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and ensure safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose with regards to expectations of standards of behaviour.



### **Our School Behaviour Policy upholds and promotes the Glebe Primary School Core Values**

1. Leadership
2. Excellence
3. Ambition
4. Resilience
5. Norms (Culture)

Our LEARN values promote and encourage pupils to self-regulate by demonstrating out school core values. These values underpin all that we believe, do and achieve and support pupils with choices surrounding their learning behaviours and choices. We believe that this supports our learners on a journey of growth and endless possibilities.

#### **Leadership**

*Our Vision. In everything we lead our school to be. Everyday.*

#### **Excellence**

*Our Standard. In everything we give and achieve. Everyday.*

#### **Ambition**

*Our Achievement. In everything we strive to be. Everyday.*

#### **Resilience**

*Our Character. In everything we try to succeed. Everyday.*

#### **Norms (Culture)**

*Our Ethos. In everything we do and believe. Everyday.*



### **Staff Responsibilities – staff will:**

- be a positive role model, including classroom management and organisation
- treat all children fairly and with respect
- raise children's self-esteem and to help them to develop their full potential
- be aware of individual children's learning styles and needs that may impact on their behaviour, including provision specific to transition
- provide a challenging, interesting and relevant curriculum
- apply the rules, rewards and sanctions consistently i.e. teaching of good behaviour
- create a safe and pleasant environment, physically and emotionally
- foster a relationship with parents/carers through effective, timely communication.
- ensure that they undertake any training and development required by the school

### **Children's Responsibilities – children will:**

- Engage with, and demonstrate the four School values at all times.
- work hard to achieve the best they can and allow others to do the same
- follow the instructions of school staff
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given.



**Parental Responsibilities – parents/carers will:**

- make children aware of appropriate behaviour in all situations
- encourage independence, resilience and self-discipline
- be aware of the school's rules and expectations
- support the school in the implementation of this policy
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Role model positive communications with children, parents and our staff, remaining respectful at all times.



### Promoting Positive Behaviour:

Through our values we ensure that children are aware of, and understand the reason for, school rules and expectations. LEARN values are displayed in all classrooms and reinforced through assemblies, PSHE, pupil leadership team meetings and class discussions. We use our 'Going for Gold' racetrack to visually represent that pupils are on track and displaying positive learning behaviours, in line with our bespoke class focus and whole school 'fortnightly focus' which is underpinned by our British values. The language of TPP (Trauma Perceptive Practice) underpins our school culture and approach: compassion, kindness, belonging, connection and hope.

## Go for Gold



Weekly Focus

Fortnightly Focus

Start	Session 1	Session 2	Session 3	Session 4	Session 5
					





### **Hierarchy of Behaviour Management steps:**

At Glebe Primary School, all staff and pupils adhere to our Whole School Behaviour plan. The steps for managing inappropriate behaviour choices are designed to support and encourage a rapid return to appropriate behaviour. The steps are:

#### **Tier 1:**

- Chatting during teaching time
- Inattention to others
- Getting up out of chair during learning time
- Deliberately reluctant /slow to begin tasks
- Poor attention to task
- Calling out during the lesson
- Rocking on a chair/fidgeting
- Disturbing others from their learning
- Lack of engagement during lessons
- Unkind comments/behaviour to others
- Wearing the incorrect school uniform

#### **Tier 2:**

- Persistently demonstrating Tier A behaviours
- Deliberate interference to prevent the learning of others
- Refusing to follow staff instructions
- Leaving the classroom without permission
- Swearing/inappropriate/aggressive language
- Confrontational/ rude behaviour to staff or peers
- Language of intolerance e.g. racism, sexism, homophobic, transphobic etc
- Physical/verbal aggression to peers
- Derogatory or humiliating comments/behaviour
- Child on child sexual harassment (referenced to the Amber level- Brooks Traffic Light system)





### **Tier 3:**

Persistently demonstrating Tier B behaviours

Confrontational language of intolerance e.g. racism, sexism, homophobic, transphobic etc

Confrontational swearing/inappropriate/aggressive language

Physical aggression to peers/adults causing harm/injury

Child on child sexual harassment (referenced to the Red level- Brooks Traffic Light system)

Bullying, as defined on the Glebe Behaviour Policy.

Serious misdemeanours, as defined in Glebe Behaviour Policy

### **Range of Sanctions**

The school will implement a variety of sanctions that may include:

- Verbal reprimand and reminder of expectations.
- Setting written tasks reflecting on behaviour.
- Loss of privileges (e.g., responsibilities, participation in events).
- Detention or school-based community service.
- Regular behaviour monitoring and reporting.
- Suspension in serious circumstances, following a thorough investigation.
- Permanent exclusion in extreme cases, in compliance with legislation.

	Behaviour	Strategies/Consequences	Positive Routines and Behaviours
	Might include:	Might include:	Might include:
<b>Tier 1</b>	Chatting during teaching time Inattention to others Getting up out of chair during learning time Deliberately reluctant /slow to begin tasks Poor attention to task Calling out during the lesson Rocking on a chair/fidgeting Disturbing others from their learning Lack of engagement during lessons Unkind comments/behaviour to others Wearing the incorrect school uniform	Proximal praise Verbal reminders of expected behaviour/uniform Repositioning within the classroom Discussion with child	Greet each child as they arrive Ensure there is a quiet, calm, focussed early morning work activity prepared <u>everyday</u> . Develop good transition routines.
<b>Tier 2</b>	Persistently demonstrating <u>Tier A</u> behaviours Deliberate interference to prevent the learning of others Refusing to follow staff instructions Leaving the classroom without permission Swearing/inappropriate/aggressive language Confrontational/ rude behaviour to staff or peers Language of intolerance e.g. racism, sexism, homophobic, transphobic etc Physical/verbal aggression to peers Derogatory or humiliating comments/behaviour Child on child sexual harassment (referenced to the Amber level- Brooks Traffic Light system)	Discussion with parents Uniform note sent to parents Incomplete work to be finished during break or lunch Repositioning in the classroom to a learning station Discussion with child or others involved Use of social stories Move to a year group partner's room for a short amount of time Missed time from break- classroom Missed time from lunch- reflection hub  <b>If these behaviours continue despite strategies contact inclusion team to consider an individual behaviour plan.</b>	
<b>Tier 3 SLT</b>	Persistently demonstrating Tier B behaviours Confrontational language of intolerance e.g. racism, sexism, homophobic, transphobic etc Confrontational swearing/inappropriate/aggressive language Physical aggression to peers/adults causing harm/injury Child on child sexual harassment (referenced to the Red level- Brooks Traffic Light system) Bullying, as defined on the Glebe Behaviour Policy. Serious misdemeanours, as defined in Glebe Behaviour Policy	Formal meeting with parents/carers Develop a behaviour plan with planned review with pupil Reflection hub- TPP conversations Remove pupil from the classroom Internal exclusion Suspension	



### Pastoral Support Plans (PSP)

Any child who is **at risk of suspension** will be offered a Pastoral Support Plan (PSP). The PSP will inform a Consistent Behaviour Management Plan and the process typically involves any relevant stakeholders i.e. child, school, parents, the school inclusion partner, SENCo etc. For **any pupil who demonstrates violent or dangerous behaviour, a risk assessment and PSP will automatically be agreed**. The Bespoke behaviour plan will mirror the school Behaviour system, however it will outline bespoke strategies to meet the needs of learners.

### Malicious Accusations against School Staff

Where pupils are found (after an appropriate investigation) to have made deliberate, malicious accusations against school staff, **the school will act proportionately and appropriately** to both the seriousness of the malicious accusation, and to the impact upon the member(s) of staff concerned. **All levels of sanction will be considered, including suspension.**

### Confiscation of Inappropriate Items

**The law allows for a teacher to confiscate, retain and dispose of a pupil's property, if reasonable to do so in the circumstances.** Legislation does not describe what must be done with the confiscated item(s). At Glebe Primary school, any confiscated item will be returned to a pupil as soon as practicable, although there may be times when this will be returned to the parent/carer rather than the pupil themselves. **Legally prohibited items i.e. knives or other weapons, must always be handed over to the police.**



### **Power to Use Reasonable Force**

Members of **staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline.** *Please refer to Physical intervention policy.*

### **Suspension**

Every effort is made to keep children in school. Except for a serious incident, suspension is only considered after the hierarchy of behaviour management steps has proven unsuccessful in addressing the behaviour(s). Suspension will *usually* be evoked when a Tier 3 behaviour is demonstrated and may be in response to:

- 1) extreme forms of misbehaviour such as violence, aggression, vandalism, bullying which is unprovoked and with intent.
- 2) persistent refusal to comply with school rules and adult instructions,
- 3) behaviour which results in the teacher being unable to teach; having a detrimental effect on the learning of others.
- 4) behaviour which puts at risk the health and safety of the child, other children, staff or visitors.
- 5) malicious accusations against members of school staff.

### **Types of Exclusion at Glebe Primary school**

#### **\*Internal isolation**

A child is retained in school but will work away from their classroom, supervised and supported by an appropriate adult at all times. Breaks and lunch for an internally excluded pupil will be taken separately.

from other children. Appropriate work is expected to be completed by the child during an internal exclusion, supported by the supervising adult as necessary. Internal exclusion can only be authorised by the Deputy Headteacher, Headteacher or Trust Chief Executive.



**This type of exclusion is not recorded on a child's permanent school record.**

*\*The school has fully considered the 'Behaviour and discipline in schools (Advice for headteachers and school staff – Section 12)' January 2016 guidance, specifically pertaining to seclusion and isolation provision in schools*

### **Fixed-term suspension (including lunchtime suspension)**

A child is excluded from the school for a fixed period of time. Work will be provided by the school. This work must be completed by the child and returned to school, where it will be marked in the usual manner.

Upon return to school, an official reintegration meeting must take place to maximise the likelihood of a successful reintegration for the child. Fixed-term suspension can only be authorised by the Headteacher or CEO.

**This type of exclusion is recorded on a child's permanent school record.**

### **Permanent Exclusion**

A child is permanently excluded from the school. Permanent exclusion can only be authorised by the Headteacher or CEO.

**This type of exclusion is recorded on a child's permanent school record.**



### **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE guidance](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).



## **Definitions**

### **Misbehaviour is defined as:**

- Chatting during teaching time
- Inattention to others
- Getting up out of chair during learning time
- Deliberately reluctant /slow to begin tasks
- Poor attention to task
- Calling out during the lesson
- Rocking on a chair/fidgeting
- Disturbing others from their learning
- Lack of engagement during lessons
- Unkind comments/behaviour to others
- Wearing the incorrect school uniform

### **Serious Misbehaviour is defined as:**

- Repeated breaches of the school rules and Tier 1 behaviours
- Any form of bullying
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:





- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Pornographic images
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behavior
- Possession of any prohibited items. These are:
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Vapes



### **Rewards and sanctions**

We will always identify positive role models and reward behaviours that demonstrate and uphold our school values.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

### **Positive behaviour will be rewarded with:**

- Praise
- Certificates
- Special responsibilities/privileges, such as: prefect responsibilities, team captains and play leaders.
- Dojo points

### **The school may use one or more of the following sanctions in response to unacceptable behaviour:**

A verbal reprimand

Sending the pupil out of the class

Expecting work to be completed at home, or at break or lunchtime

Reflection or detention at break or lunchtime, or after school

Referring the pupil to a senior member of staff

Letters/emails or phone calls home to parents



Agreeing a behaviour contract/bespoke behaviour plan

Putting a pupil 'on report'

We may use The Room of Requirement or 'The Zone' in response to serious or persistent breaches of this policy. Pupils may be sent to these spaces during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

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

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis
- Followed in conjunction with our Harmful sexual behaviours procedure, drawing on the the experience of Brook Traffic Light trained DSLs.

Sanctions for sexual harassment and violence may include:

- Alternative provisions, including at lunch and breaktimes
- Alternative class arrangements
- Bespoke provision



- Suspension (pending investigation)

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

### **Off-site behavior**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school



- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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

### **Malicious allegations**

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

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

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

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

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



### **Removal from classrooms**

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum of one session at a time.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors
- Use of teaching assistants
- PSP
- Adapted and bespoke behaviour plan.



### Physical intervention

- In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents

### Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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





### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.



### **Pupil transition**

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

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

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Governors/Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log. At each review, the policy will be approved by the Trustees.



### Fortnightly Focus

At Glebe primary School we teach pupils to diffuse and unpick situations that they may find challenging. Using our 'fortnightly focus' we teach a consistent language that supports pupils in de-escalation and self-regulation strategies. This language permeates our school environment verbally and visually. We use PSHE, discrete teaching and Assemblies to teach vocabulary to support pupils in demonstrating better choices when diffusing situations independently. These skills are underpinned by our British Values.

participate (appropriately)	identify and act on best options	communicate what you want (appropriately)	diffuse the situation	take responsibility
praise others	negotiate	walk away	build friendships	understand relationships <small>What ? Why ? (cause and effect)</small>
use 'thinking brain'	smile	take independent action	identify who has been left out and intervene	demonstrate respect <small>(for yourself, your family, everyone)</small>
support others	use positive intervention	anticipate problems	tell the truth	find solutions
empathise	share	persevere	ignore / discard unhelpful comments	take turns to organise and direct

Throughout the development process of this written policy, GPS has fully considered the DfE **Behaviour and Discipline in schools (Advice for headteachers and school staff)** guidance which is available at

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools> e.g. reflection upon ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour.

Glebe acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).



*Exclusion is implemented in line with all current policies and D*