



Glebe Junior School

Behaviour Policy 2026-2027

Date	Approved by	Minute Number
	Full Governors	

1.0 Rationale

A positive and consistent whole school approach to behaviour is essential for creating an environment —where all pupils feel safe, valued and ready to learn. This policy is rooted in the belief that behaviour is a form of communication and that children learn best when adults respond with empathy, co-regulation and nurture.

We believe that children thrive in environments where positive behaviour is explicitly taught, modelled and reinforced. Rather than focusing primarily on managing misbehaviour, we aim to build prosocial behaviours and emotional literacy so that every child can succeed.

Research shows that positive reinforcement, clear structure and supportive adult relationships are more effective in securing long-term behavioural change than punitive approaches. This is particularly true for children with SEND, SEMH needs or trauma backgrounds.

2.0 Aims of Our Policy

Our aims, by grounding our Behaviour Policy in positive behaviour practices, are that:

- Behaviour management is **consistent, supportive and aligned with child development**
- Pupils feel **emotionally safe**, improving readiness to learn
- Staff respond in ways that **reduce escalation** and promote long-term behavioural growth
- We support pupils not just to behave well, but to become **self-regulating, resilient and respectful individuals**
- Our school culture remains **nurturing, inclusive and aspirational**

These aims align with our values as a school, placing the wellbeing, dignity and potential of every child at its heart.

3.0 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
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

4.0 Definitions

Expected behaviours

Expected behaviours are behaviours that follow the Glebe Way, both in learning environments and during unstructured times. Staff consistently look for examples of expected behaviours and reinforce these through positive language at every opportunity.

We ask our children to follow 3 Golden Rules: **Be Ready, Be Respectful, Be Safe**

Misbehaviours will require reminders and redirection and are defined as:

- Disruptive behaviours
- Not respecting people or property
- Not being responsible for their actions
- Not being resilient in their learning and effort

Serious misbehaviour will lead to an appropriate sanction, as detailed in this policy and will be recorded. This is defined as:

- Persistent disruptive behaviour
- Any form of bullying including online
- Child on child abuse
- Bullying
- Vandalism
- Theft
- Fighting/ Physical aggression towards children or adults
- Verbal aggression towards children or adults
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour

5.0 Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will use with children and parents the acronym STOP, Several Times On Purpose, to clarify the difference between single incidents of unacceptable behaviour and bullying.

Details of the approach to preventing and addressing bullying are set out in the Trust's Primary anti bullying strategy/policy.

6.0 Roles and responsibilities

The Local Governing Body are responsible for approving this policy as well as being responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

6.1 The Head Teacher

The Head Teacher is responsible for reviewing and implementing this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy, to ensure rewards and sanctions are applied consistently.

6.2 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils (including personal communication plans)
- Documenting behaviour incidents

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

6.3 Parents

Parents are expected to:

- Support their child in demonstrating expected behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7.0 Rewards and Sanctions

7.1 Rewards:

In all schools, positive behaviour will be rewarded with:

- Verbal praise
- Headteacher stickers
- Individual Class Dojo points
- House tokens
- Class Rewards
- Weekly recognition certificates including 'Glebe Way Award' and 'Star of the Week'
- Letter of recognition from the Head Teacher

7.2 Sanctions:

In all schools, negative behaviour will be sanctioned through a levelled process and recorded where appropriate through our online monitoring system:

Level One – Verbal Reminders/Redirection/Reflection by class teacher

Level Two – Time out/reflection within Key Stage (Upper/Lower) - actioned and followed up by member of Senior Leadership Team.

Level Three – Time out/reflection with Head Teacher- actioned by Head Teacher or Deputy Head Teacher and Parents informed

Other sanctions used by the school in response to serious misbehaviours (level three) include:

- Internal isolation
- Suspension

Isolation

Internal isolation can be used in response to serious misbehaviours or persistent breaches of this policy. Internal Isolation is led and managed by members of the schools Senior Leadership Team and supported by the Behaviour Mentor. Pupils may also be

internally isolated during lessons if they are disruptive, emotionally distressed and/or in need time out of the busy classroom environment. They will use this time to self-regulate, reflect or to complete the same work as they would in class.

Suspension

This behaviour policy is linked to the following policies:

- Suspension & Exclusions policy

7.3 Physical restraint

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 restraint must:

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

Following an incident, when restraint has been required as a result of a dynamic risk assessment, a positive communication plan will be written to outline the steps to be taken to de-escalate crisis behaviours and reduce the need for restraint in the future.

8.0 Mobile Phones

At Glebe, we know mobile phones are a significant distraction for children, and so we encourage you to keep your child's phone at home during the school day. If you feel your child needs a phone during the day please know that mobile phones should be switched off before entering the school grounds and stored securely out of sight. If a pupil gets a mobile phone out of their bag, it will be confiscated immediately. It will be returned to parents and guardians when they come into school to collect the phone.

9.0 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.

Adjustments to routines will be made for pupils with additional needs, where appropriate and reasonable, to ensure that all pupils can meet behavioural expectations.

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.

If indicated, a personal communication plan may be drawn up, considering the pupil's voice, their parent(s)/carers voice and information from school and external agencies. This may include a risk assessment linked to dysregulated behaviours, specifying physical restraint practices if indicated.

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.

10.0 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11.0 Training

All staff within the school are provided with training on managing behaviour, in line with this policy and school procedures. Behaviour management will also form part of continuing professional development.

12.0 Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and the Local Governing Body annually. At each review, the policy will be approved by the LGB.

13.0 Links with other policies

This behaviour policy is linked to the following policies:

- Suspension & Exclusions policy

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- Safeguarding policy
- Anti-bullying policy