



Glebe Primary School - Behaviour Matrix

Behaviour at Playtimes and Lunchtimes

Class teacher
Year group leader
Phase leader
AHT/DHT
HT

Behaviour	Action	Staff Action	Sanction/Consequence
<p style="text-align: center;">“Rough Play”</p> <p>Pupils not deliberately hurting one another during playtimes/lunchtimes but injuries caused by boisterous behaviour</p>	<p style="text-align: center;">Children wrestling, jumping on each other, picking each other up, piggy backs, dragging each other around</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Ignoring direct instruction from staff which could lead to injury</p>	<ul style="list-style-type: none"> Staff to watch for such behaviour and stop it immediately before it escalates. 	<p style="text-align: center;">Staff to remind children about expectations of positive play.</p> <p style="text-align: center; color: red;">5 minutes' time out by a staff member's side</p>
<p style="text-align: center;">Deliberate Hurting of Others</p>	<p style="text-align: center;">Purposeful Spitting</p>	<ul style="list-style-type: none"> Staff to not react. Tell the child/ren 'no spitting' in a calm and clear voice and reinforce with a visual command. If appropriate, child can clean up the spit. Child to be removed from the other children or adults. Class teacher to record and inform year group leader. 	<p>This is dependent on age & sensory need.</p> <ul style="list-style-type: none"> Teach the pupil that spitting is inappropriate and why. Teach the child about germs and how these are passed from one person to another. Class teacher to phone parents Nursery & Reception to miss playtime Yr2+ miss playtime and lunchtime
	<p style="text-align: center;">Barging</p>	<ul style="list-style-type: none"> Staff to approach and speak to the child/ren involved, reminding of positive play techniques 	<p style="text-align: center;">3 minutes time out by staff member's side</p>
	<p style="text-align: center;">Pushing</p>	<ul style="list-style-type: none"> Staff to approach and speak to the child/ren reminding of positive play techniques 	<p style="text-align: center;">3 minutes time out by staff member's side</p>
	<p style="text-align: center;">Punching/Hitting/Kicking Punching/ hitting/ kicking if left a mark</p>	<ul style="list-style-type: none"> LSA to investigate & take clear notes to refer to class teacher or phase leader Child/ren to be escorted by a member of staff to Phase Leader if at playtime 	<ul style="list-style-type: none"> Pupil misses next play time in the sanction room Pupil writes a letter of apology to the other child

		<ul style="list-style-type: none"> • Lunchtimes: as above but escorted to who is on duty. • Recorded on CPOMS by AHT/DHT 	<ul style="list-style-type: none"> • Class teacher to inform parents • PSHE programme on managing anger & conflict
	Biting	<ul style="list-style-type: none"> • Child/ren to be escorted by a member of staff to Phase Leader if at playtime • Lunchtimes: as above but escorted to who is on duty. • Recorded on CPOMS by AHT/DHT 	<p>This is dependent on the age. But in all PSHE programme on managing anger & conflict & the spread of germs.</p> <p>Nursery, Reception & yr1</p> <ul style="list-style-type: none"> • Pupil misses next play time • Pupil writes a letter of apology to the other child • Class teacher to inform parents <p>Yr2+</p> <ul style="list-style-type: none"> • Internal exclusion ½ day • Pupil writes a letter of apology to the other child • Class teacher to inform parents
	Fighting	<ul style="list-style-type: none"> • Staff to separate children involved, children to be escorted by a member of staff to class teacher either DHT (dependent on Phase) or phase leader if at playtime • Lunchtimes: escorted to SLT above but escorted to who is on duty. • Class Teacher/Phase leader/ AHT/DHT to investigate incident dependent on when occurred. • Recorded on CPOMS by AHT/DHT 	<ul style="list-style-type: none"> • Both pupils miss next play time & lunchtime • Pupil writes a letter of apology to the other child • Class Teacher to inform parents unless deemed more serious in which case Phase leader/ AHT/DHT to inform parents • PSHE programme on managing anger & resolving conflict
	Using an Object/ Implement to Harm Another Child	<ul style="list-style-type: none"> • Pupil to be escorted by a member of staff to Class Teacher playtime • Lunchtimes: escorted by a member of staff to AHT/DHT • Recorded on CPOMS by AHT/DHT 	<ul style="list-style-type: none"> • AHT/DHT informs parents if a dangerous object otherwise Class Teacher/Phase Leader • Depending on the results of the investigation & age/stage of child- fixed term exclusion • If needed, staff to search bag/child to ensure the child no longer has the item • PSHE programme on managing anger & resolving conflict

<p>Possession of any prohibited items</p>	<p>Possession of any prohibited items such as: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects is likely to cause harm.</p>	<ul style="list-style-type: none"> • The item must be confiscated immediately. • Pupil to be escorted by a member of staff to AHT/DHT (dependent on Phase) if at playtime • Lunchtimes: as above but escorted to who is on duty. • DHT to investigate incident • Recorded in Behaviour Log on CPOMS by AHT/DHT 	<ul style="list-style-type: none"> • AHT/DHT informs parents • Fixed term exclusion • Depending on results of the investigation, police / social services may be informed. • If needed, staff to search bag/child to ensure the child no longer has the item • Social stories with the child exploring the harm that could have been caused. • PSHE programme around the dangers of carrying such items.
<p>Rudeness</p>	<p>Pupils being “<i>rude</i>” to each other: name calling being unkind socially isolating others unintentionally</p>	<ul style="list-style-type: none"> • LSA to investigate & take clear notes to refer to class teacher or if at lunch • SMSAs to speak to pupils involved • Report to class teacher • Class Teacher to monitor • If a regular occurrence, inform Phase Leader and the class teacher calls parents 	<ul style="list-style-type: none"> • Children spoken to about what they could have done differently. • Social stories • PSHE programme of being inclusive & using kind hands & kind words
	<p>“<i>A Mean Moment</i>” Purposeful name calling being unkind socially isolating others</p>	<ul style="list-style-type: none"> • LSA to investigate & take clear notes to refer to class teacher or if at lunch • SMSAs to speak to pupils involved • Report to class teacher • Class Teacher to monitor • If a regular occurrence, inform Phase Leader and the class teacher calls parents 	<ul style="list-style-type: none"> • Pupil misses next play time in the sanction room • Pupil writes a letter of apology to the other child • PSHE programme of being inclusive & using kind hands & kind words
	<p>“<i>Conflict</i>” Pupils Arguing and Being Unkind</p>	<ul style="list-style-type: none"> • LSA to investigate & take clear notes to refer to class teacher or if at lunch • SMSAs to speak to pupils involved • Report to class teacher • Class Teacher to monitor • If a regular occurrence, inform Phase Leader and the class teacher calls parents 	<ul style="list-style-type: none"> • Both pupils miss next play time in the sanction room • Both pupils write a letter of apology to the other child • PSHE programme of resolving conflict
	<p>Swearing</p>	<ul style="list-style-type: none"> • Class teacher to investigate • If severe send pupil to Phase Leader • Recorded on CPOMS by AHT/DHT 	<ul style="list-style-type: none"> • Pupil misses next play time or lunch time dependent on age, use of word e.g. at someone and understanding • Class teacher calls parents • Pupil writes a letter of apology to the other person • PSHE use of kind words & calming strategies

	<p>Pupils being rude to staff</p> <p>answering back argumentative behaviour</p>	<ul style="list-style-type: none"> • Class Teacher to record in behaviour log • Send pupil to Phase Leader • If a regular occurrence, Phase Leader calls parents 	<ul style="list-style-type: none"> • Pupil misses next play time • Pupil writes a letter of apology to the staff member
	<p>racist, anti-faith, sexist or homophobic language</p>	<ul style="list-style-type: none"> • Remind pupil that this will not be tolerated • Pupil to be escorted to SLT (depending on the phase) • Recorded on CPOMS by AHT/DHT • Class teacher to closely monitor 	<ul style="list-style-type: none"> • Pupil writes a letter of apology to the individual • Fixed term exclusion • SLT to inform parents • Racist incident HT to inform LA • Social stories • PSHE programme tolerance, acceptance, diversity & inclusivity
Bullying Behaviours	<p>Recurring and targeted verbal or physical abuse towards the same individual</p>	<ul style="list-style-type: none"> • Remind Child/ren that this will not be tolerated • Head Teacher to speak to child/ren involved • Incidents recorded on CPOMS by DHT • Class teacher and adults on duty to closely monitor any potential contact between victim and perpetrator 	<ul style="list-style-type: none"> • 1 day internal exclusion • Parents to be informed by Headteacher & regular meetings to take place after • A contract of positive future behaviour to be signed • PSHE programme on self-esteem & tolerance • Pastoral support worker to work with both victim and perpetrator • A 'Repair and Restore' meeting will be set up to take place when appropriate.
Sexual Harassment or Assault	<p>online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos, inappropriate sexual comments on social media; exploitation; coercion and threats.</p>	<ul style="list-style-type: none"> • An investigation by the AHT/DHT needs to ascertain whether this was experimental or aggravated. • Incident recorded on CPOMS by AHT/DHT • A review meeting needs to take place to decide whether the image(s) has been shared widely and via what services and/or platforms, whether immediate action should be taken to delete or remove images or videos from devices or online services & whether to inform social care/police. 	<ul style="list-style-type: none"> • Parents to be informed by DSL • DSL to speak to pupil(s) about the dangers of this behaviour. • A referral should be made to children's social care if there is a concern that a child is at risk of immediate harm • If aggravated- as this is a crime- police to be informed. • E-Safety lessons about use of social media & photographs & staying safe online • PSHE programme about consent and trust within healthy relationships

		<ul style="list-style-type: none"> • DSL to undertake a risk assessment assessing the harm to both the perpetrator & victim. 	
	wolf whistling/ cat calling sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names	<ul style="list-style-type: none"> • Class teacher to investigate incident • Depending on investigation- Phase leader to be informed. • AHT/DHT to record on CPOMS • Class teacher to monitor behaviour 	<ul style="list-style-type: none"> • School to refer to Brook Sexual behaviours Traffic Light too to guide decision. • Pupil spoken to about inappropriateness of comments. • Missed break time in the sanction room • Letter of apology to the other person. • Class teacher to call parents • PSHE programme about equality & respect
	physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes or touching "underwear zones"	<ul style="list-style-type: none"> • Phase Leader to investigate incident to ascertain whether this was experimental or aggravated. • A review meeting needs to take place to decide whether a crime has been committed, whether there are ongoing risks etc • DSL to undertake a risk assessment assessing the harm to both the perpetrator & victim. • AHT/DHT to record on CPOMS • Class teacher to monitor behaviour 	<ul style="list-style-type: none"> • School to refer to Brook Sexual behaviours Traffic Light tool. • Actions will be taken depending on age/ stage & intent • Depending on results of the investigation either class teacher or phase leader to call parents. • Social stories • PSHE programme about consent respect and healthy relationships. • Depending on results of investigation a referral to social care or the police may be made
	Assault by penetration	<p>Investigation by DSL who will pass this over to the police</p> <ul style="list-style-type: none"> • AHT/DHT to record on CPOMS 	<ul style="list-style-type: none"> • DSL to inform parents • Referral to the police • Referral to social care • Permanent exclusion

If any of these behaviours occur more frequently, a meeting will be arranged with the parents and the pupil will be placed on a Behaviour Passport by the class teacher. This will be monitored closely at school and parents are expected to support the school in this by checking the passport and signing it each day. The HT or DHT will check and sign the passport every Friday to gauge progress or to look for patterns in behaviour.

Any reoccurrences of behaviours that could be constituted as bullying (e.g. social isolation, name calling and hitting/kicking), will be dealt with as per our Anti-Bullying policy. Any incidents to be referred to DHT , SENCO and Pastoral Support Worker so that interventions can be put in place immediately for both the perpetrator and the victim – the former through social skills/anger management interventions and signing of contracts and the latter in terms of managing feelings and self-esteem boosting. The student who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include, work with the pastoral support worker, counselling or in more extreme cases, referral to external agencies such as CAMHS.

Uniform

It will be expected that all families will adhere to the uniform code – a red Glebe sweatshirt, white polo shirt and grey trousers or skirt (shorts are acceptable in warmer weather). Pupils are expected to wear black shoes (not boots). Jewellery (other than plain studs) is not allowed and hair bands should be modest. Children can expect to be challenged if they are not wearing correct uniform.

Behaviour in Class

Behaviour	Action	Staff Action	Sanction/Consequence	Who is responsible for supervising the sanction
Non-completion of homework	<p>Pupil fails to complete set homework on 3 separate occasions.</p> <p style="text-align: center;">↓</p> <p>Non-completion of homework continues</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">“</p>	<p>3 strikes and a letter goes home to the child's parents from the class teacher</p> <p style="text-align: center;">↓</p> <p>Phase Leader to write a letter to parents</p> <p style="text-align: center;">↓</p> <p>Phase Leader to meet with parents to discuss the issue.</p>	Pupil misses their next playtime to complete any missed homework.	Class Teacher
Disruption in class	Unwanted talking in class	<ul style="list-style-type: none"> • Warning issued <p>If behaviour is repeated:</p> <ul style="list-style-type: none"> • Move child to sit alone 	Loss of privileged play (Golden Time)	Class Teacher

	Calling out/attention seeking behaviour	<ul style="list-style-type: none"> Warning issued <p>If behaviour is repeated:</p> <ul style="list-style-type: none"> Move child to sit alone <p>If behaviour is repeated again:</p> <ul style="list-style-type: none"> Send to Year Group (with another pupil to escort) to work in isolation within the class room <p>If this behaviour continues:</p> <ul style="list-style-type: none"> Send to AHT/DHT responsible for Phase 	<p>Loss of subsequent break time.</p> <p>Parents to be informed that the next day will involve a ½ day internal exclusion</p>	<p>Class Teacher</p> <p>The Year Group/Phase Leader</p> <p>*</p>
Non-completion of work in class	Pupil fails to complete work in class due to defiant behaviour or ignoring requests to speed up (not due to the work being too hard)	<p>Warnings issued throughout the lesson</p> <p>If the pupil fails to respond to the warnings:</p> <ul style="list-style-type: none"> Teacher to tell them their sanction. <p>If behaviour is repeated:</p> <ul style="list-style-type: none"> Move child to sit alone <p>If behaviour is repeated again:</p> <ul style="list-style-type: none"> Send to Year Group (with another pupil to escort) to work in isolation within the class room. 	<p>Pupil misses their next lunch time play to complete any missed class work.</p> <p>If the pupil is refusing to complete pieces of work, escalate to Phase Leader immediately</p>	The Class Teacher
Vandalism	Pupils deface their work books or school property.	<p>Class teacher speaks to child instantly to stop behaviour and ensures they recover the book, or clean off the graffiti.</p> <p>If behaviour is repeated again:</p> <ul style="list-style-type: none"> Send to Year Group (with another pupil to escort) to work in isolation within the class room. 	Pupil does so at play time (if not a quick instant fix)	Class Teacher
Stealing	Children take property that is not their own	Parents to be informed by class teacher class teacher to inform AHT/DHT to put on CPOMS	depending on age/stage Misses next break	Class teacher if repeated year group lead

		<p>If behaviour is repeated again: Send to Year Group (with another pupil to escort) to work in isolation within the class room.</p>	<p>& writes a letter of apology to the person whose possession it was If repeated, internal exclusion. Depending on what was stolen this might lead to a fixed term exclusion & possibly police involvement.</p>	
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Behaviour Around School – linked to Privilege Play (Golden Time)

Behaviour	Staff Action	Sanction/Consequence	Who is responsible for supervising the sanction
Running through the corridors	<p>Any member of staff witnessing this to:</p> <ul style="list-style-type: none"> Ask pupil to stop and walk <p>If pupil continues to run/ignores adult request:</p> <ul style="list-style-type: none"> Make a note of pupil's name and class and inform them and the class teacher of the sanction. 	<p>5 minutes loss of Privilege Play in class (Golden Time)</p>	Class Teacher
<p>Being in school during play time or lunchtime without permission*</p> <p>Reception & KSI pupils to bring coats to the hall at lunchtime when applicable.</p>	<p>Any member of staff witnessing this to:</p> <ul style="list-style-type: none"> Ask pupil why they are inside - Infant pupils will have a "10 minute window" of re-entry to the classroom to get coats. <p>If the pupil does not have permission to be inside, staff to:</p> <ul style="list-style-type: none"> Make a note of pupil's name and class and inform them and the class teacher of the sanction. 	<p>5 minutes loss of Privilege Play in class (Golden Time)</p>	Class Teacher
Talking in Assembly	<p>Any member of staff witnessing this to:</p> <ul style="list-style-type: none"> Give a warning If continues ask the pupil to move to the end of line or by a member of staff. 	<p>5 minutes loss of Privilege Play in class (Golden Time)</p>	The person who is leading the assembly
Talking/Running after the bell has gone	<p>Staff ringing the bell to:</p> <ul style="list-style-type: none"> Ask the child to stop Ask them to approach you slowly and quietly <p>Continue to send other pupils in, once all classes are in:</p> <ul style="list-style-type: none"> Make a note of pupil's name and class and inform them and the class teacher of the sanction. 	<p>5 minutes loss of Privilege Play in class (Golden Time)</p>	Class Teacher

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*Pupils who are injured will have a card from the SMSA who sent them to see Miss Varney (Welfare Assistant)

*Proposal to ease this behaviour:

- An SMSA assigned to stand near the toilets during lunch time to monitor behaviour in the toilets as well as stopping pupils entering the building without permission.
- The closure of the double doors leading into the KS1 corridor during play and lunchtimes to stop pupils wandering around.



Pupils whose behaviour is significant and 'beyond' usual sanctions

- These pupils will be known to all staff
- All of these pupils will have an Individual Behaviour Support Plan which is devised in consultation with the class teacher, SENCO, parents, other agencies (where appropriate) and the pupil (where appropriate).
- Each of these pupils will have an Individual Risk Assessment
- Sanctions will be internal exclusion* wherever possible, but extremely dangerous and violent behaviour will result in a fixed term exclusion.

* Supervision of Internal Exclusion will be an LSA from the pupil's Phase (each LSA will have a maximum of ½ day with the child).

All action taken will be in accordance with Glebe Primary School's Behaviour Policy.