



*Inspiring All to Excellence*



*Pride in myself; Pride in my work;  
Pride in my school; Pride in my community*

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## **Glascote Academy**

# **Behaviour Policy**

## Document Control

Policy Title	Behaviour
Effective Date	Summer 2023
Review Date	Summer 2024
Policy Owner	Eva Bowers
Policy Approver	VB Chair's power to act on behalf of LGB

## Version Control

Version	Date	Amended by	Comments
V1	September 2019	Michelle Powell	Appendum added during Covid-19 pandemic (June 2020)
V2	September 2020	Michelle Powell	Covid-19 included in main policy
V3	Summer 2021	Michelle Powell	
V4	Summer 2022	Eva Bowers	
V5	Autumn 2022	Michelle Powell	Changes made in light of new government mandatory documentation 1 <sup>st</sup> September 2022 (Behaviour in schools; Suspension and permanent exclusions)
V6	Summer 2023	Eva Bowers	Changes made regarding staff recording incidents and Stages in Key Stage 2.

<b>Section</b>	<b>Changes Made</b>
Rewards scheme	Was “potentially”, now is Class Dojo; Positive reward stickers may be given; certificates will be electronic for star of the week, end of term achievement and Headteacher awards.
Sanctions	Was “newly created” now “Covid-19” Behaviour Code
Code of Conduct	Removed “particularly in light of the need for Covid-19 responsive staggered arrival and departure times”
Behaviour modification	Positive Points changed to Thumbs Up
Reward Schemes	Section about Marvellous Me added
Aims	Removal of Covid information; addition of Tom Bennett six areas
Positive Roles Models	New section added
Classroom Procedures for dealing with unacceptable behaviour	Renamed: “Procedures for dealing with unacceptable behaviour” (removal of days build up of fixed exclusions) to link to p.5 suspension document
Behaviour outside of school premises	New section added
Fixed Term Exclusions	Renamed: “Suspensions”
Part-time timetables	Change to wording to match Government suspension document (p.17)
Managed moves	Change to wording to match Government suspension document (p.22)
Appendix 4	Added appendix – document links
Procedures for Dealing with Unacceptable Behaviour	Added “staff will record behaviour incidents on my Concern”.
Appendix 3	Change in wording “Upper Key Stage 2” changed to “Key Stage 2”

# Aims

Every child has the right to:

- An Education (UNICEF article 18)
- Develop their personalities, talents and abilities (UNICEF article 29)
- A range of activities (UNICEF article 31)
- Be safe (UNICEF article 19)

Tom Bennett, the lead behaviour advisor to the Department for Education (DfE), states that there are six areas to behaviour, which we at Glascote Academy agree with and uphold through this policy, our values and ethos:

- Expectations
- Rules
- Routines
- Corrections and consequences
- Praise and reward
- Relationships

First and foremost, Glascote Academy wishes to provide a school environment that is *safe* whilst also being stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all, that incorporates and follows the Government guidance.

Our Home/School Agreement and ethos sets out how we expect our pupils, and parents, to behave in school and on visits. This is reiterated with all children and parents at the beginning of each school year and is reviewed regularly. All pupils are expected to behave according to the guidelines set out in the Code of Conduct.

## Code of Conduct

- All members of the school community should respect one another according to the UNICEF Rights Respecting Schools Agenda and following the safe practice of social distancing
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Glascote Academy expects children to be well behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation.
- Foul or abusive language should never be used.
- Children are expected to be punctual,
- Children should not bring sharp or dangerous instruments to school.
- Valuable equipment i.e. mobile phones, ipads etc. should not be brought into school (unless sanctioned by the Headteacher)
- Children should wear the correct school uniform.
  - Jewellery should not be worn, but a watch and stud earrings will be allowed.
  - Hooped earrings should never be worn as they are a Health and Safety risk.

- If children do not remove these, they should be referred to the Headteacher who will contact the parents to discuss the situation.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a respectful place of learning.

## Behaviour Modification:

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy i.e.

- Using different resources
- Children are given small, achievable targets
- Use of certificates and Thumbs Up
- Commenting on a child's good behaviour to other children/classes
- Showing achievement in Assembly
- Use of the Rainbow, Sunshine and Raincloud (see Appendix 2)
- Use of stages in key stage two (see Appendix 3)
- Involving parents at an early stage to co-operate on an action plan (NB: This may involve specific Nurture groups, and/or off-site Alternative Provision which may be full-time or a combination of part-time support in AP and continued mainstream education)

By using a positive system of rewards and reinforcing good behaviour, Glascote Academy fosters children's positive self-esteem.

## Positive Role Models

School leaders and staff play a crucial role in making sure all pupils understand and adhere to our school's behavioural expectations. At the beginning of each academic year, Year 6 pupils are chosen to be House Captains, Ambassadors, Wellbeing Champions and/or Sports Leaders. These roles are taken seriously and are aimed at bolstering self-esteem whilst supporting younger pupils to meet high standards of behaviour.

## Reward Schemes

A major intent of this policy is to encourage pupils to exhibit good behaviour albeit via verbal or written praise, being chosen to hold positions of trust, or receiving of certificates. A school wide system of praise and reward for all children also operates through "Marvellous Me" (see below).

Positive reward stickers may be given; however, certificates will be an electronic version (via email) to celebrate "Star of the Week", end of term Achievement, and any further achievement certificates such as "Headteacher Award".

## Marvellous Me

"Marvellous Me" is an app accessible to parents. Staff will award Thumbs Up to children for a variety of reasons including positive behaviour. Each week two activity postcards will be sent to everyone in each class, once a half term a child will receive at least one an individual activity postcard and badge. Parents are able to view postcards, badges and Thumbs Up. Thumbs Up will be collated into House Teams and celebrated each week in our Spotlight Assembly.

# Sanctions (Corrections and Consequences)

## Care and Control of Children

Staff have a right to be able to do their job and have the responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically. Each classroom will have a Consequence Ladder of school behaviour displayed, to ensure consistency throughout school. This will also include the school hall and other rooms used for learning.

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are dealt with by the adult in charge, in a caring, supportive and fair manner using Emotion Coaching techniques and having regard to the age of the child. Each case is treated individually. Generally, simple corrections are all that are needed (waiting, reminding, non-verbal signals etc); children are reminded that they are responsible for their own actions and that breaking rules has consequences. Normal sanctions include an oral reprimand and reminder of expected behaviour; loss of free time i.e. playtime or lunchtime (Detention known as "Time Out"); writing a letter of apology and loss of a responsibility. If the unacceptable behaviour is persistent, or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour.

## Procedures for Dealing with Unacceptable Behaviour

Glascote Academy has devised a clearly stepped set of procedures for dealing with discipline problems in class and beyond. As a whole school, we implement Emotion Coaching as a way of supporting children through issues and encouraging self-regulation. If there is a need for sanctions, the following Consequences Ladder may be invoked. Classroom Relaxation Stations are available; these will include resources to encourage mindfulness and reflection. Furthermore, if necessary, a child with specific needs may have their individual fidget toy.

The first 6 sanctions of our Consequence Ladder are first and foremost a discussion with the child and warnings:

1. Talk to the child - discuss what has happened/ warned about behaviour
2. Time to refocus – Relaxation Station
3. Problem solve
4. Return to task
5. Teacher monitors behaviour
6. If the pupil is deemed a danger to themselves or other pupils the pupil is removed to work on his/her own or is sent to a member of SLT.
7. If the child is repeatedly doing the wrong thing resulting in seeing the Headteacher, the result will be a meeting with parents at which a warning is given which may involve further sanctions, and an expectation of an improvement in the child's behaviour. If the problem is severe or recurring, Suspension Procedures are implemented (up to 45 days per academic year) Note: Suspension may be for part of a school day, e.g. if behaviour at lunchtime is disruptive there may be a suspension for lunchtime which will be counted as half a day.
8. A case conference may be held with parents and support agencies. These may include Pastoral Care Support Programme i.e. Behavioural Support, CAMHS, (Child and Adolescent Mental Health Service) Malachi, Hope sessions
9. If severe behavioural problems persist, permanent exclusion, after consultation with the Governing

Body and the LA, will be implemented. Parents have the right of appeal to the Governing Body against any decision to exclude their child

Major breaches of discipline are:

- Blatantly showing disregard for someone else's safety and wellbeing
- Leaving the school premises without permission,
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Continual and systematic bullying of a child – this does not include children falling out with each other
- Intentional racist abuse
- Sexual misconduct
- Damage or theft
- Persistent disruptive behaviour

These types of behaviour are rare at Glascote Academy but it is the duty of the school to deal with them promptly, particularly if the problem persists. Glascote Academy has standard procedures for serious breaches of discipline and failure to improve at any stage leads automatically to the next stage; each stage being recorded by the school. However, a particularly serious problem could result in suspending the normal procedures and the school requesting the parent to remove the child from school immediately i.e. any child who acts violently towards an adult or child will automatically go to a suspension stage of the process.

Staff are to record behaviour incidents on My Concern.

## Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary. The child is removed and taken to the Headteacher who will contact the child's parents.

An Incident Form is completed and notes made in the Physical Restraint Record Book and the situation is discussed with the Headteacher, who will work with the member of staff and parents to devise a "Individual Behaviour Plan" (IBP) to meet that child's and the school's needs. This might include the involvement of other agencies - Social Services, Psychological Service, Pupil Referral Service, Alternative Provision, Managed Move, etc. All noted incidents will be reported to the Governors in the Headteacher's Termly Report to Governors.

## Reasonable Force

'Reasonable force' covers the broad range of actions used by most teachers at some point that involve a degree of physical contact with pupils and all members of school staff have a legal power to use reasonable force (Section 93 Education and Inspections Act 2006). Force is used either to control or restrain and can range from guiding a pupil to safety to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

[Glascote.org](http://Glascote.org)

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so (this behaviour may be putting themselves or others at risk)
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight on the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **Incident Book – kept in SLT Office**

This is used to record:

- Any incident where reasonable force has been used
- Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- Any other incidents or matter of a serious nature

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

## **Breaktimes and Lunchtimes:**

Staff will be available to support any disputes between children should they arise. If behaviour is inappropriate and is not following the Behaviour Policy, a child may need to sit at the edge of the playground for 5 minutes to calm down before discussing any problems and finding a solution that maintains safety for all. If there is a serious breach of behaviour a member of SLT should be called.

## **Behaviour Outside of School Premises**

At Glascote Academy we value our reputation in the community, therefore if non-criminal poor behaviour off school premises (including bullying/cyberbullying), either witnessed or reported to school, involves any of our pupils, sanctions and consequences will be imposed in line with this policy. Criminal behaviour will be reported to the Police and SCAS.

## **Managed Moves**

When the school has a child, who is on a managed move, we will support the behaviour policy of the receiving school. We will follow the Managed Move Protocol for Tamworth SEND and Inclusion Hub.

If a managed move is successful, the receiving school will request the AWPU funding from the date the managed move started. Pupil Premium money remains with the host school for the remainder of the financial year.

## **Permanent Exclusion**

Although most children behave for most of the time, there may be rare occasions when modification approaches, sanctions, consequences and/or fixed suspensions have been exhausted, thus resulting in permanent exclusion. This is when a pupil is no longer allowed to attend Glascote Academy. This decision will not be taken lightly and will only be made in response to a serious breach or persistent breaches of this



policy; or allowing a child to remain at our school would seriously harm the education or welfare to others (staff or pupils in the school).

## Part time timetables

Any form of pastoral support, intervention or, in **exceptional circumstances**, a reduced/part-time timetable will only be in place for the shortest time necessary followed by the expectation to attend full-time, either at school or alternative provision, or a combination of both. Regular reviews will take place, ideally with the pupil and their parents. In agreeing to a part-time timetable, Glascote Academy has agreed to a pupil being absent from school for part of the week or day and therefore will treat this absence as authorised. Work will be set by school for the time that the child is at home with an expectation that it will be completed. All children who are accessing a **short-term** reduced timetable will be logged on:

<https://apps2.staffordshire.gov.uk/SCC/ParttimeTimetable/Accounts/Login?ReturnUrl=%2fSCC%2fParttimeTimetable%2f>


## Parents



Parents have an important role in supporting our school's behaviour policy and should endeavour to reinforce the policy at home as appropriate. They should discuss the school rules with their child, emphasising that they support these rules. So that this can be carried out effectively, a copy of the Behaviour Policy will be made available to every parent via our website.



Glascote Academy expect that Parents display the core principle of showing respect to all as stated in our Home/school agreement.

Where a parent has a concern about management of behaviour at our school, they should raise this directly with the school, in a polite manner, while continuing to work in partnership with them.

# Consequences Ladder



10		<i>You leave our school</i>	10
9		<i>A case conference may be held with your Parents and support agencies.</i>	9
8		<i>Exclusion procedures begin</i>	8
7		<i>If you have repeatedly been spoken to by Member of SLT, your parents will be informed</i>	7
6		<i>You will be spoken to by a member of SLT</i>	6

5		<i>Teacher monitors your behaviour</i>	5
4		<i>Return to task/sun</i>	4
3		<i>Problem Solve</i>	3
2		<i>Time to refocus: Relaxation Station (move to raincloud)</i>	2
1		<i>You are warned about your behaviour.</i>	1

Appendix 2



## Appendix 3

### Key Stage Two Behaviour Stages

If children are talking off task, not fully engaged in work, fiddling with equipment when told not to, talking during teaching time or turning round after being told not to, there is a four-stage warning system:

**Stage one:** This is a verbal warning that encourages the child to think about their behaviour in order to avoid going any further through the warning system.

**Stage two:** This is a second verbal warning. At this point, the child will move to an isolated table for five minutes and place their name on the raincloud. They will be encouraged to calm down to refocus their behaviour. At the end of the five minutes, teacher or TA will visit the child and have a conversation about their return to their normal seat.

**Stage three:** If a child is given a stage three, this means they miss their break time OR some time from lunch (whichever is next). They may be sent back to the isolated table for the rest of the lesson in order to properly focus on their work.

**Stage four:** At this point, the child will miss break/some of lunch and a phone call home will be made to discuss behaviour with parents. Parents will be made aware that their child was given several opportunities to improve their behaviour. If a child exhibits extreme poor behaviour (e.g. swearing, violence etc), then this will be deemed as an instant stage four. If a child is consistently given stage threes throughout a week, then the teacher may choose to make a phone call home anyway to discuss this with parents.

## Appendix 4

Documentation which has influenced the revision of this policy:

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/behaviour-in-schools--2>