



*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 2024
Review Date	Summer 2025
Policy Owner	Michelle Powell
Policy Approver	LGC

## Version Control

Version	Date	Amended by	Comments
1	Autumn 2022	Michelle Powell	Changes made considering new government mandatory documentation 1 <sup>st</sup> September 2022 (Behaviour in schools; Suspension and permanent exclusions)
2	Summer 2023	Eva Bowers	Changes made regarding staff recording incidents and Stages in Key Stage 2.
3	Summer 2024	Senior Leaders following staff consultation	Changes made to align behaviour expectations across the school

Section	Changes Made
Fixed Term Exclusions	Renamed: "Suspensions"
Part-time timetables	Change to wording (Government suspension document p.17)
Managed moves	Change to wording (Government suspension document p.22)
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"
Removal of appendix 2: Sun, Rainbow, Rain cloud (KS1)	Only Appendix 1 remains – new Behaviour Steps
Procedures for dealing with unacceptable behaviour	Consequence Ladder removed, new 'Behaviour Steps' created
Aims	Character virtues - logos added

## Aims

At Glascote Academy, our aim is for every child to be a citizen of the world with an instilled sense of *Pride* in themselves, in their work, their school and their community. We want our children to grow into positive, responsible people, who can work with and co-operate with others.

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:

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

Primarily, Glascote Academy wishes to provide a school environment that is *safe* whilst also being stimulating for the children in our care. 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 and directly links to our sense of *Pride* and our *Character Virtues*:



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
- 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 (see policy)

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.

- Use of Behaviour Steps
- 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
- 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. Glascote academy also has eight Student Governors across Years 3, 4, 5, 6. All leadership roles are taken seriously and are aimed at bolstering self-esteem whilst supporting younger pupils to meet high standards of behaviour.

## Reward Schemes

The 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 rewards may be given including stickers and certificates to celebrate "Star of the Week," end of term Achievement, and any further achievement certificates that staff feel relevant.

## 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 individual activity postcard and badge. Parents can 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 interests of pupils. Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically. Each classroom will

have a Behaviour Steps of school behaviour displayed, to ensure consistency throughout school. This will also include the school hall and other rooms used for learning.

Unfortunately, there may be rare occasions when children behave unacceptably. Children need to discover where the boundaries 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 for 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 ("Time Out"); writing a letter of apology; loss of a responsibility or privilege. If the unacceptable behaviour is persistent, or recurring, parents will be informed as part of our school partnership.

## Procedures for Dealing with Unacceptable Behaviour

Glascote Academy has devised a clear set of 'stepped' 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 Behaviour Steps may be invoked. Classroom Regulation 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 (supplied by school).

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

### Behaviour Steps (See Appendix 1: visual)

Behaviour and sanctions are recorded by staff on My Concern

**Step 1:** Positive behaviour rewarded by adults e.g. praise, stickers, Marvellous Me, certificates

**Step 2:** Verbal warning – Stop unacceptable behaviour

**Step 3:** If unacceptable behaviour continues, child given 'thinking time' – adult directs the child to the Regulation Station. The child remains in the Regulation Station until an adult invites them back into the lesson/classroom. NB: The Regulation Station can be used by all children to self-regulate (self-guided) for a short amount of time.

**Step 4:** If unacceptable behaviour persists, a sanction is given. Sanction to be given dependent on each individual child and the behaviour:

- miss part of breaktime - escort the child to the playground to stand in 'Time Out' – at the edge of the playground. Tell the adult on duty how long the child will stand there.
- miss part of lunchtime - escort the child to the playground to stand in 'Time Out' – at the edge of the playground. Tell the Lunchtime Supervisor how long the child will stand there.

**Step 5:** If unacceptable behaviour persists further, a more stringent sanction is required:

- SLT involvement
- Removal from the classroom
- Parents informed (by class teacher)

**Step 6:** Serious behaviour incident that requires immediate SLT intervention (**major breaches**):

- 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; however, 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. 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.

## Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary. Once safe to do so, the child is removed from the situation and the child's parents are contacted. Physical violence is a major breach resulting in suspension.

Physical restraint incidents will be recorded on My Concern and the situation will be discussed with the Headteacher, who, along with the other Senior Leaders, will work with the member of staff and parents to consider next steps e.g. reduced timetable, Alternative Provision, Behaviour Plan. This might include the involvement of other agencies such as 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

### [Existing guidance for schools](#)

Under the existing law, school staff have the power to use reasonable force, but only to prevent pupils hurting themselves and others, from damaging property or causing disorder. This may include physical restraint and restrictive practices, as well as de-escalation tactics.

## 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 regulate 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

Most children behave for most of the time. However, there may be extreme cases 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. All children who are accessing a **short-term** reduced timetable will be logged on the [Staffordshire Portal](#).

## Parents

Parents have a significant role in supporting our school's behaviour policy and should endeavour to reinforce the policy at home as appropriate. They should discuss the behaviour steps with their child, emphasising that they support these expectations. 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.

