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# **Behaviour Policy Including Anti-Bullying**

## Document Control

Policy Title	Behaviour
Effective Date	Summer 2025
Review Date	Summer 2026
Policy Owner	Michelle Powell
Policy Approver	LGC

## Version Control

Version	Date	Amended by	Comments
1	Summer 2023	Eva Bowers	Changes made regarding staff recording incidents and Stages in Key Stage 2.
2	Summer 2024	Senior Leaders following staff consultation	Changes made to align behaviour expectations across the school
3	Autumn 2024	Michelle Powell following consultation with Trust Policies task & finish group	Amalgamation of behaviour & anti-bullying policies
4	Summer 2025	Michelle Powell & Senior leaders	Behaviour in schools; Suspension and permanent exclusions document August 2024

Section	Changes Made
Procedures for dealing with unacceptable behaviour	Consequence Ladder removed, new 'Behaviour Steps' created
Aims	Character virtues - logos added
Bullying	Added main section with sub-sections (see pages 6 to 8)
Steps	Summer 2025: verbal reminder and verbal warning changed. Recording on Arbor as Incidents/Behavioural Notes
Appendices	Summer 2025: Appendix 1 Emotion Coaching; Appendix 2 Behaviour Steps;

## 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 (children, parents, governors and staff) should:
  - respect one another
  - respect their own, other people's and school's property
  - respect and take pride in the school environment.
- Glascote Academy expects children to be well behaved, well-mannered, and attentive.
- Children should walk within the school building.
- 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 should not be brought into school.
- Mobile phones are only allowed for children in Year 5 and Year 6 if they walk home alone. These must be switched off, placed in a basket upon arrival in the playground with Year 5 and Year 6 staff and returned when the child leaves the premises. (*Exceptions to this are at the discretion of Senior Leaders*).

- 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 action 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/parents
- Showing achievement in Assembly
- Involving parents at an early stage to work in partnership
- Individual plans which may include specific nurture groups, an adapted plan for unstructured times, 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 all school 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. Badges and activity postcards may also be awarded.

## Behaviour Management and Sanctions

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 areas used for learning.

Unfortunately, there may be occasions when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. 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 and the specific needs of the child including SEND. 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 all actions have a consequence. 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, teachers will inform parents 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. As a whole school, we implement Emotion Coaching (see appendix 1) 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).

## Behaviour Steps (See Appendix 2: visual)

The following 'Behaviour Steps' are accumulative over a school day.

Steps 1, 2 and 3 are considered typical classroom behaviour strategies which should de-escalate most unacceptable behaviour.

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

**Step 2:** Verbal *reminder* of expectations

**Step 3:** If unacceptable behaviour continues, the child is 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 following a **verbal warning of Step 4 sanction** (i.e. loss of time) if unacceptable behaviour persists. [Note: The Regulation Station can be used by all children to self-regulate (not as a tactic to avoid the lesson) for a short amount of time only; this will be logged as a 'Behavioural Note' not an 'Incident' as they have chosen to use the area.]

*Note: If regular reminders are persistently given to a child over time (e.g. every day) with no further movement through the steps, this must be added to the child's Arbor profile under 'Behavioural Notes.' If regular reminders and 'thinking time' are persistently used, teachers will need to add as 'Behavioural Notes' and inform parents as part of our parent partnership*

**Behaviour and sanctions from Step 4 onwards must be recorded as an 'Incident' on Arbor by the class teacher or teaching assistant**

**If behaviour ceases at Step 4, report as incident including the phrase: "Steps 2 and 3 have been followed":**

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

- miss part of breaktime – either in the classroom or *escort the child* to the playground to stand in ‘Time Out’ – at the edge of the playground. Tell the adults on duty how long the child will stand there for.
- miss part of lunchtime – either in the classroom or *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 for.

**If behaviour continues and moves to step 5, class teacher to record as ‘Incident’ on Arbor including the phrase: “Steps 2, 3 and 4 have been followed”:**

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

- SLT involvement which may result in removal from the classroom (Internal Exclusion)
- Parents informed (by class teacher)

**Step 6 will be logged on Arbor by SLT only.**

**Step 6:** Serious behaviour incident that requires immediate SLT intervention:

- Physical assault against a pupil
- Physical assault against an adult
- Threatening behaviour against a pupil
- 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
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

([Suspension guidance](#)\*: section 17. This list is not exhaustive and is intended to offer examples rather than be complete or definitive).

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 through the Steps or an isolated incident. *\*Consequences may result in the child receiving a fixed term internal suspension or fixed term external suspension (i.e. where a child is temporarily removed from school; this may be for part of the school day including lunchtime). External suspensions are sanctioned by the Headteacher only.*

## Bullying

### 1. What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. At Glascote Academy, our definition of bullying is: “The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.



## 2. Bullying can include (but is not limited to):

Type of Bullying	Definition
Emotional	Being deliberately unfriendly or exclusionary, tormenting. Demanding money, material goods or favours by means of threat.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gender Homophobia Transphobia Disability-based Sexual	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Direct or indirect verbal	Explicit sexual remarks, display sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Name calling, sarcasm, spreading rumours, teasing, bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## 3. Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. These may include if the child:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 4. Procedures

Incidents of bullying should be reported to a trusted adult (Support Staff, Teaching Assistant, Teacher, Senior Leader) and recorded using Arbor. If safeguarding is a concern, this must be reported to the Academy DSL or DDSL and logged on MyConcern.

- In certain cases, parents will be informed and asked to come into a meeting to discuss the problem
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully/bullies change their behaviour

## 5. Outcomes

Staff at Glascote Academy will enact this behaviour policy and work with both the child and the parents to ensure that any bullying is stopped, and that support is given where needed. Parents should not confront the 'bully' or their parents as this can complicate the situation and may cause further distress. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

If parents feel that their concern has not been dealt with appropriately, they should follow the schools complaints policy. All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

## 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 of this nature is a major breach resulting in suspension.

Physical restraint incidents will be recorded on Arbor 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 a child does not follow the Behaviour Policy, he/she 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. De-escalation is key. 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 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.

# Emotion Coaching Scripts

**C** **A** **L** **M**

**Connect**  **Acknowledge**  **Limit**  **Make a plan** 

The first step does not require words or actions. It is a chance to tune in to the child or young person and try to work out how they may be feeling in that moment. Look for physical signs (eg. clenched fists/crying) and verbal signs (eg. shouting/swearing) of the emotion being felt. Take a moment to ensure you feel calm and ready to acknowledge the emotion and set a limit if necessary.

You seem angry as you're clenching your fists and shouting  
I can see that you're feeling upset. I wonder if it is because...  
I'm sorry that happened to you. You must feel very...  
It's normal to feel angry about that. I would feel that way too  
I can understand why you might be feeling sad about...  
I can see that you are kicking the wall in frustration. I would be feeling upset too if...  
It is ok to feel angry, but it is not ok to throw things at your sister  
The rules are that you give me your phone before bed so you can have a good night's sleep  
In this house, the Xbox is turned off at 7pm so that is what I am going to do  
We don't push people because it could hurt them  
It is not OK to swear at me  
I am going to take this stick because I need to keep everyone safe

**Exploring** **Problem Solving** **Solutions**

How were you feeling when that happened?  
Let's think of what you could have done instead  
Next time you feel like this, you can go to the safe space we have agreed  
What were you trying to achieve by...?  
Can you think of a different way to deal with your feelings?  
Do you think that going for a lap around the field would be more helpful?

angry nervous sad frustrated confused tired annoyed upset anxious disappointed excited happy cheeky silly

# Behaviour Steps



## 1 POSITIVE BEHAVIOUR REWARDED BY ADULTS

e.g. praise, stickers, Marvellous Me, certificates.

## 2 VERBAL REMINDER

Remind the children of what is expected of them and what you would like to see from them.

## 3 THINKING TIME

Child directed to the Regulation Station; adult invites child to rejoin the lesson/class.

Verbal warning - child reminded there will be a loss of time.

## 4 SANCTION

'Time Out.'  
e.g. miss part of break-time or lunchtime.

## 5 FURTHER SANCTION

SLT involvement

## 6 SERIOUS BEHAVIOUR INCIDENT

Immediate SLT intervention