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Behaviour Policy Including Anti-Bullying

Document Control

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

Version Control

Version	Date	Amended by	Comments
1	Summer 2024	Senior Leaders following staff consultation	Changes made to align behaviour expectations across the school
2	Autumn 2024	Michelle Powell following consultation with Trust Policies task & finish group	Amalgamation of behaviour & anti-bullying policies
3	Summer 2025	Michelle Powell & Senior leaders	Behaviour in schools; Suspension and permanent exclusions document August 2024
4	Summer 2026	Michelle Powell & Senior leaders	New suspension and exclusion guidance July 2026 (reference to “off-site direction”)

Section	Changes Made
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 core pillars 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 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 set 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 shared termly. Everyone is 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) (*Exceptions to this are at the discretion of Senior Leaders*).

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 for the children involved i.e.

- Use of Behaviour Steps
- Using different resources
- Children are given small, achievable targets
- Use of certificates and Positive Points
- 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 direction (Alternative Provision or other mainstream school which may be full-time or a combination of part-time support)

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, some Year 6 pupils are chosen to be House Captains (democratic vote), Wellbeing Ambassadors, or Sports Leaders. Glascote Academy also has eight Student Governors and eight Eco-Committee members across Years 3, 4, 5, 6. Children are eligible for one role only. 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 and responsibility, or receiving of certificates. A school wide system of praise and reward for all children also operates through "Positive Points" (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.

Positive Points

Positive Points are given via Arbor which is an app accessible to parents. Staff will award Positive Points to children for a variety of reasons including positive behaviour and reading. Virtual badges may also be awarded linked to the Pride Virtues (emailed).

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; school-based community service, such as tidying a classroom or outdoor areas. If the unacceptable behaviour is persistent, or recurring, teachers will inform parents as part of our school partnership and parents may be invited to a meeting for early intervention.

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 resources (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, Positive Points, 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. During lunchtime, **Regulation Stations** will still be available for children to use or be directed to for '**thinking time**.'

Note: If regular reminders or use of the regulation station are persistently being used for a child over time (e.g. every day/multiple times a day) with no further movement through the steps, this must be added to the child's Arbor profile under '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 (with sanction given):

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

- miss part of breaktime (10 minutes maximum) – either in the classroom or *escort the child* to the playground to stand in ‘*Time Out*’ – in the designated zone. Tell the adults on duty how long the child will stand there for.
- miss part of lunchtime (10 minutes maximum) – either in the classroom or *escort the child* to the playground to stand in ‘*Time Out*’ – in the designated zone. Tell the Lunchtime Supervisor how long the child will stand there for.
- If behaviour consistently results in a Step 4, then class teacher informs parents as part of partnership.

If behaviour continues and moves to step 5, class teacher to record as ‘Incident’ on Arbor.

Step 5: If unacceptable behaviour persists;

- SLT involvement and consequence given.
- SLT to inform class teacher of consequences.
- 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](#)*: Part three sections 16 & 17. This list is not exhaustive and is intended to offer examples rather than be complete or definitive).

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). Consequences are sanctioned on full investigations, severity and/or accumulation of behaviours, including context and intent. 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.) This will be investigated and the behaviour policy will be followed. 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 by class teacher or SLT.
- If necessary and appropriate, police will be consulted.
- Where appropriate, strategies or intervention will be used to help the perpetrator/victim.

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 confidentiality and data protection.

If parents feel that their concern has not been dealt with appropriately, they should follow the school's 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.

Reasonable Force

[Existing guidance for schools](#)

Under the existing law, all members of school staff have the power to use reasonable force, to prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through 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. Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom or the school grounds, 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or articles that have been or could be used to commit an offence or cause harm.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable, and appropriate for use with the named pupil. 'It is always unlawful to use force as a punishment' ([Use of Reasonable Force, 2026](#)).

We are aware that we may need to make reasonable adjustments for disabled children and children with special educational needs (see section "Pupils with Special Educational Needs and/or Disabilities (SEND), including those with Education, Health and Care plans (EHC plans) or identifiable behaviour difficulties."

Breaktimes and Lunchtimes

If behaviour is inappropriate the child may be directed to the Regulation Station for 'thinking time'. 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.

Off-site direction or Managed Moves

What are off-site directions and managed moves?

Off-site directions	Managed moves
When a pupil is required to attend another setting temporarily , to improve their behaviour.	A permanent transfer of a pupil to another mainstream school.
The governing board directs the pupil off-site (i.e. the governing body of a maintained school or academy trust of an academy).	They're voluntary, and should be agreed with all parties involved.
The pupil is dual registered (using code D).	The pupil is single registered (deleted from the original school's register, and added to the new one).
The placement can end with either: • A planned return to school • Transition to a post-16 destination • An agreed managed move to a new school	The move is complete when the pupil is registered in the new school.

This is set out in paragraphs 39 to 54 (off-site directions) and paragraphs 58 to 68 (managed moves) of the [suspensions and exclusions guidance](#).

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. A governing board is responsible for arranging off-site direction under the law. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.

Prior to any off-site direction, the original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments. It is also critical for information sharing to take place between the referring school and new school in all circumstances and in advance of the off-site direction to ensure the pupil is protected.

A **managed move** is used to initiate a process which leads to the transfer of a pupil to another mainstream school **permanently**. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil's best interests. Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school. ([Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#))

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).

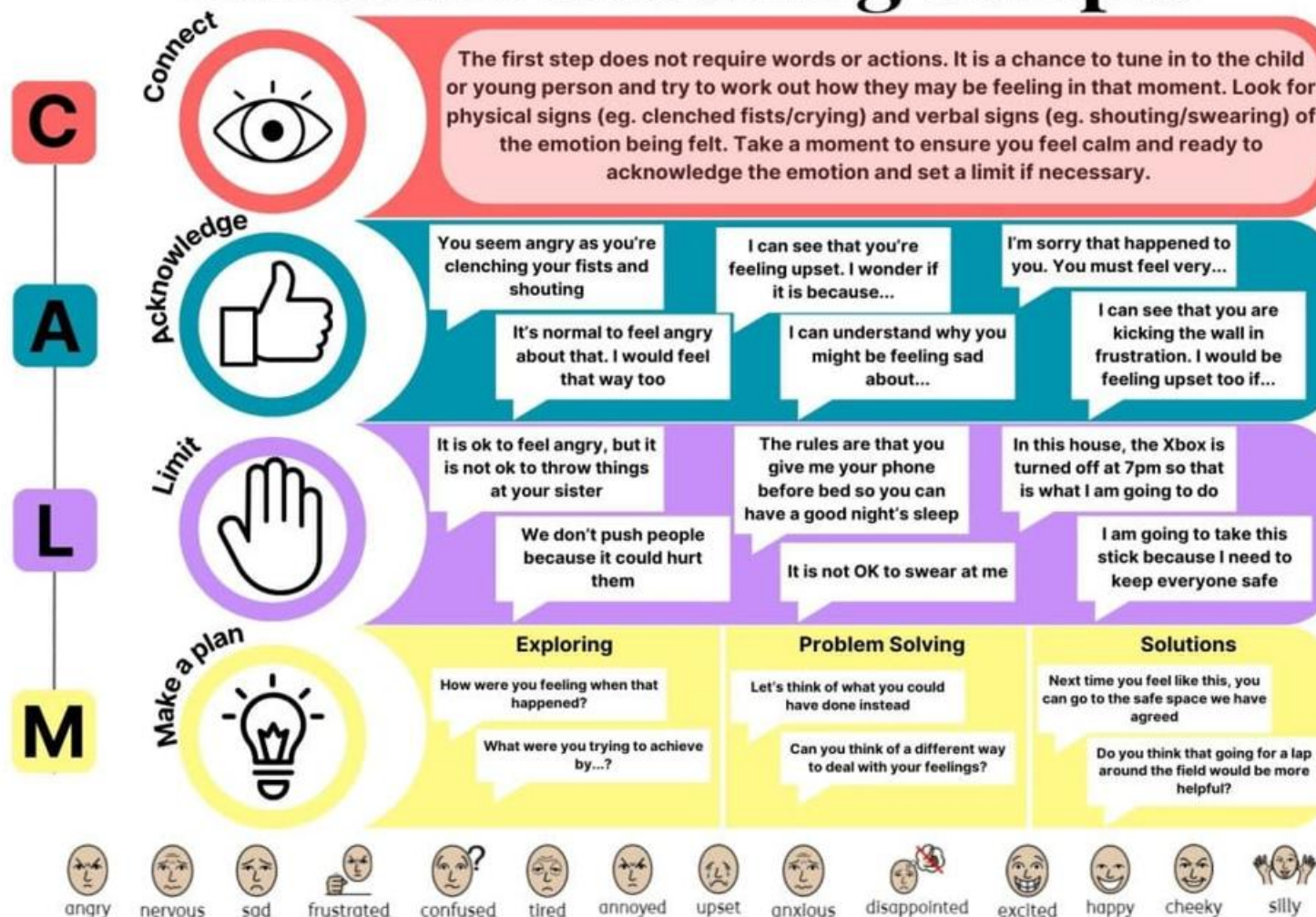
Parents

Parents have a significant role in supporting our school's behaviour policy and should endeavour to reinforce the policy. 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



Behaviour Steps



1 POSITIVE BEHAVIOUR REWARDED BY ADULTS

e.g. praise, stickers, positive points, 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