

Behaviour policy and statement of behaviour principles

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	2
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. School behaviour curriculum	7
7. Responding to behaviour.....	10
8. Serious sanctions	19
9. Responding to misbehaviour from students with SEND.....	21
10. Supporting students following a sanction	22
11. Student transition.....	22
12. Training.....	23
13. Monitoring arrangements.....	23
14. Links with other policies.....	24
Appendix 1: written statement of behaviour principles.....	24

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, disruption free and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school of Respect and Achieve.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

On conversion to academy trust Glebelands will also need to apply:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes,
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Defiance of members of staff
- Swearing
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying can be defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school encourages an atmosphere where bullying is felt and seen to be unacceptable. Glebelands has various ways of ensuring that appreciation for others is "taught" and encouraged. Our school code is based on "Respect" and valuing each other is at the heart of each and every interaction and in all subjects. Tolerance and appreciation of each other is taught explicitly through Learning for Life lessons, Religious Education, Tutor Time, through a themed assembly programme, and through guidelines in the school journal. We aim to model corrective language and may use restorative approaches when dealing with poor behaviour. There is supervision during break and lunchtime, a culture of encouraging students to report incidents and the school carries out surveys to monitor opinions and outcomes.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy which is available on the school website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

On conversion to academy trust the governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

As a maintained school, the headteacher is responsible for:

- Reviewing this policy in conjunction with the Finance, Premises and Policy Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)
- On conversion to academy trust the headteacher is responsible for:
 - Reviewing and approving this behaviour policy
 - Ensuring that the school environment encourages positive behaviour
 - Ensuring that staff deal effectively with poor behaviour
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Where possible, make reasonable adjustments to help students with behavioural needs
- Upholding school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Glebelands School aims to be a learning community where all members work together to achieve their personal best and where individuals value and respect each other in a safe and welcoming environment. We aim to achieve learning without disruption. The school ethos of Respect and Achieve, which is written in the student journal, is very much at the heart of this policy and is designed to help students understand that they are part of a learning community based on respect.:

- Respect yourself
- Respect others
- Respect the environment
- Respect learning

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

General Behaviour Management

The classroom expectations are positively worded and designed to be easily understood and remembered. They clearly state what constitutes acceptable behaviour.

In our classrooms we:

- Work hard and try our best
- Work quietly
- Listen when someone is speaking
- Put up a hand and wait if we want attention
- Allow others to get on with their work
- Respect others and be polite
- Treat all property with respect
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.

Equipment

Students must come to school prepared and ready to learn. Monitoring of equipment is a daily task for form tutors and is included in the Respect Card. Possession of the following items is required and essential:

Black or blue pen (and a spare)	Coloured pencils
Green pen	Ruler (30cm / 12in)
Pencil	Pair of compasses
Pencil eraser	Calculator
Pencil sharpener	Protractor
Highlighter pens	Glue Stick

6.1 Mobile phones

If a student does not need to bring a mobile phone to school, they should be left at home.

Students are allowed to have mobile phones with them on-site, for use before and after school only. This is to mitigate the risks of distraction, disruption, bullying and abuse but allows safety on journeys to and from school.

Students may keep their phones on them during the day, but they should be turned off and kept out of sight. Students should not use their mobile phones during the day under any circumstances, other than for pre-approved medical reasons such as Diabetic monitoring.

The school will accept no liability for mobile phones in case of loss or damage and they are bought into school entirely at the parent/guardians and student's own risk.

If a student is seen with their mobile phone during the day, it will be confiscated immediately and taken to Main Reception where it will be stored safely. Details are also taken of any marks or damage to the phone. For a first offense, the child can collect it at the end of the school day and will sign for its release. For a second offense, parent/guardians will be called to collect the mobile phone.

Taking photographs, filming or making audio recordings is not permitted on the school site at any time. If a student is seen doing so, then the phone will be confiscated, and the offending material must be deleted in the presence of a member of staff. An in-school confiscation may then apply for a fixed period of time. However, these activities may be undertaken for a specific educational purpose, with the express permission of a member of staff.

- Mobile phones should not be used in toilets or changing rooms, or in any way that might cause embarrassment or discomfort to others. If this is identified, then further sanctions will be applied and may result in the matter being reported to the police.
- Students must ensure that their phones do not hold inappropriate or unlawful content (including violent, racist, homophobic, pornographic or extremist material). If this is identified, then further sanctions will be applied and may result in the matter being reported to the police. It is the responsibility of parents to make sure their child's phone is free from illegal material and control their use of social media.
- Mobile phones are not permitted in public and school examination venues or any electrical items such as smart watches. Failure to follow this may result in the student being reported to the exam board in line with JCQ regulations.

6.2 Uniform

Uniform can be purchased from our suppliers, at the school shop or via the school website for collection. Please ensure all uniform items are clearly named. Students are expected to be smartly dressed at all times. Respect cards will be used to encourage students to self-correct their uniform prior to arriving at school and classrooms. We have a small supply of school shoes for students to borrow if they do not arrive at school with their school shoes. Students are expected to comply with the instructions to wear those. Any student who does not comply with our school uniform expectations may be given an in-school sanction such as Inclusion Room time.

	ACCEPTABLE	UNACCEPTABLE
Blazer	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers or sleeves rolled up. Unofficial school badges or blazers with no crest.
Pullover	A maroon V-necked pullover with school crest.	Ill-fitting pullovers. Cardigans, hoodies.
Shirt	A white standard shirt. The Glebelands' maroon polo shirt may be worn in the Summer Term. Blazers must still be worn.	Collarless shirts. Any colour other than white. Sports shirts, T-shirts and fashion shirts. Shirts without a top button at the neck. T-shirts showing under shirts.
Ties	A correctly tied Glebelands tie of appropriate length.	Any tie other than the official school tie. Defaced school ties. Ties worn shorter than 30cms.
Skirt Trousers	Standard school skirt Skirts must be knee length. Black trousers. Belts and buckles must be plain and black.	Any skirt purchased from other retailers. Skirts must not be rolled up. No 'skinny-fit' trousers, jeans or chinos. No big or branded belt buckles or other colour belts.
Shoes	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.	Any colour other than black. Heels above 5 cm. Trainers or boots of any kind. Steel toe-capped boots or shoes. Trainer or canvas type shoes.
Socks Tights	Plain dark socks. Plain black or flesh-coloured tights.	Any colour other than dark/flesh for tights or dark socks.
Outer Coats	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal).	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies. Coats/ gilets not to be worn in school buildings or classrooms.
Scarves/gloves/hats	Plain colours only.	Football/sports scarves. Scarves, gloves and hats must not be worn in school buildings.
Bags	It is essential that students have a strong, sensible hold all, briefcase or satchel in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.	Plastic or paper carrier bags used for schoolbooks. Inappropriately branded bags.
Jewellery	One plain ring, one wristwatch and plain ear studs (gold or silver based). One piercing per lobe. A simple chain/necklace may be worn inside the shirt.	Earrings of any other kind including 'sleepers and stretchers. Chokers, bead necklaces, bracelets, brooches, badges not concerned with school. Piercing elsewhere than the ear lobes. Jewellery must be removed for some lessons such as P.E.
Cosmetics	Discrete make-up - blemish concealer and light mascara only.	Coloured nail varnish, gel or acrylic nails or heavy make-up (other than described). No lipstick, painted eyebrows or fake eyelashes.

<p>Hair</p>	<p>Hair should be cut in a style suitable for school and kept clean, neat and tidy.</p> <p>Hair must be grade 3 or longer.</p> <p>Students must be clean shaven.</p>	<p>Extremes of hairstyle (inc. shaved lines and contrasting length) or colour. No unnatural hair colour (inc. dip dye & ombre). If there is any doubt, please contact the school before going to the hairdresser.</p> <p>Ribbons, bows, hair bands and grips that are too big or in a colour or style not complementary to school uniform.</p>
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7. Responding to behaviour

The school's Learning Policy provides a framework for teachers to help ensure that all students are engaged in lessons. Out of lessons, in the corridors, in the playground and in the LRC, students are expected to behave well by respecting other people, looking after all property and having a regard for the safety of others. Staff on duty normally deal with inappropriate behaviour at break or at lunchtime and sanction as necessary. More serious behaviour is referred to the Head of Achievement, followed by an appropriate member of senior staff if needed.

The school expects students to behave well when off the school site. This includes behaviour on all activities organised by the school such as work experience, educational visits, college placements and sporting events, as well as behaviour to and from school, behaviour on school buses and when wearing school uniform in a public place. When responding to misbehaviour off the school site, we will take into account the severity of the behaviour and the extent to which the reputation of the school is affected including, the extent to which the behaviour would have repercussions for the orderly running of the school or, pose a threat to the welfare of other students or staff and how it may affect the opportunities of other students in the future.

All members of staff, governors engaged in school activities, student teachers and supply teachers have been authorised by the Headteacher to discipline students in accordance with this policy. Invigilators, coaches and adult volunteers will be authorised specifically according to their role in the school and contact with students.

Staff are provided with a clear framework in the staff handbook for the management of student behaviour which aims to ensure consistency of approach in responding to understanding behaviour and the use of rewards and sanctions. This includes standard responses to students who do not conform to some rules and expectations.

Staff are provided with guidance as to how to promote good relationships in the classroom, promote mutual respect and self-esteem and avoid confrontation.

Staff are expected to be responsible for behaviour and supervision of students outside their own classroom, in corridors and in general around the school. The Senior Leadership Team contributes to this by being a regular presence around the school site.

Opportunities within the curriculum and particularly in tutor time and Learning for Life are used to promote a shared system of values. Tutors and Year Teams continue to develop a common understanding of community values that are passed to students in a consistent way. Parents are involved in the life of the school and are kept informed of achievements and concerns through INSIGHT so forging a three-way partnership between parents, the student and the school.

To ensure a consistent approach to social issues the school has policies on child protection and substance misuse. The school has a separate policy to respond to bullying. Bullying can be defined as when "someone deliberately and repeatedly makes another person unhappy." This includes bullying on the grounds of race, religion, gender, disability, sexuality, special needs and appearance or family issues.

When applying the behaviour policy staff take into account individual student characteristics such as age and special educational needs, disability and cultural and religious needs.

The school makes use of many outside agencies to support vulnerable students such as counsellors, Inclusion Officer, CAMHS, business mentors and Social Services etc.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Following the Glebelands Way for lesson delivery and behaviour management
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Starting the next day afresh
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information please see [our website](#)

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour may be rewarded with:

Verbal praise

Commendations

Communicating praise to parents/carers via a phone call or written correspondence

Certificates, prize ceremonies or special assemblies

Positions of responsibility, such as prefect/house status or being entrusted with a particular decision or project

Behaviour management is geared to achieve disruption free learning and is based on a philosophy of positive reinforcement and celebration of success and achievement. Teachers are encouraged to reinforce positive

behaviour with approval and praise. Rewards are used to encourage an ethos where all types of achievement, whether they be academic, sporting, creative or social are openly recognised and valued by the school community. Rewards are given to students who maintain consistently good behaviour or work and those who achieve improvement in behaviour or work. Non-verbal signals such as smiles and nods are used by staff to show approval.

Staff reward positive behaviour with verbal praise. Teachers are encouraged to use specific praise so that students are clear about behaviour and actions that are praiseworthy. It is suggested that teachers try to praise at least three times to every negative comment made. Staff are directed to make two positive contacts home per week to deserving students as part of feel-good Friday. Staff are encouraged to use positive written comments to motivate students. All school staff are authorised by the Headteacher to issue commendations.

Commendations are used in all years to reward excellent work or work that is above the standard normally achieved by that student and for activities, behaviour or effort with which a teacher is especially pleased. Teachers are encouraged to issue commendations every day. Staff are encouraged to monitor to whom commendations are given so that quiet, conscientious students are not overlooked.

When a student reaches set milestones for commendations the achievement is marked by a letter home and/or a certificate of achievement or other appropriate reward.

Staff can arrange for a student to show work to a Head of Department or Head of Achievement for praise. There is a special "Headteacher's Commendation" that informs the Headteacher of excellent work who then arranges to see the student with their work and may provide a personal reward e.g. a special Glebelands pen/pencil.

The school makes use of rewards such as "Star of the Week", the awarding of "Colours" or a "Congratulations" post card home. Groups of students are congratulated for specific activities in Year assemblies. Heads of Achievement have a budget to provide other appropriate rewards. Students who have achieved well in sport are rewarded in the "Cups and Colours" assemblies. A "Celebration Evening" to which parents are invited is held each year when achievements are celebrated by the awarding of certificates.

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Give a warning and, if disruptive behaviours persist, remove the student from the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break, or after school

- Loss of privileges – for instance, the loss of a prized responsibility or removal from a school trip for X number of concerns and above.
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

All students should be able to access their lessons without interruption from disruptive behaviour, all lesson, every lesson. All teachers should be able to teach without disruption. A simple binary behaviour policy supports this; students will be given one warning and should disruption continue, then will be removed from the classroom. Poor self-regulation from one student cannot be permitted to interrupt the learning of a class. The student will then work for a period of time in an Inclusion area.

When a student's behaviour falls below the standards that can reasonably be expected from them, school staff will respond in order to restore a calm and safe learning environment, and to prevent the recurrence of unacceptable behaviour. Staff expect classrooms and learning environments to be disruption free. Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that unacceptable behaviour will always be addressed.

Responding to unacceptable behaviour

Sanctions

We appreciate that there may be times when the expected standards are not met and as such students will be disciplined using the sanctions outlined. Disruptive behaviour is anything that stops or slows the momentum of the learning experience for students. Defiant behaviour is any time a student refuses, directly or indirectly, to follow the instructions of a member of staff.

Disruptive or defiant behaviours may include: Calling out, Lack of work, Using a mobile phone or other electronic device, Off task chatter, Lack of immediate cooperation, Non-completion of work, Talking over a teacher, Lateness, Damaging equipment/property, Distracting others, Poor choice of language, Name calling, Bickering, Chewing/eating in class, Headphones in or on display, rudeness to staff.

Warning

If behaviour within a lesson is disruptive, a member of staff will give one verbal warning to the student and by writing their name on the board and they will briefly explain why the warning has been given. If a student fails to meet the lesson expectations a second time the student will be asked to leave the classroom and will go to the Inclusion Room (IR) via the Check in room promptly, (this includes arguing with the teacher about the warning). Students are expected to present themselves at Check in within 5 minutes of leaving the teaching room; failure to do so will result in a fixed term suspension.

On Call

On Call will be used in a lesson if a student refuses to leave a classroom to attend the IR. The student will be removed by a member of staff which may result in a fixed term suspension. This is the consequence of defiance towards a member of staff and disrupting the learning of themselves and others.

Internal Isolation

Inclusion Room (IR) Time in the IR equates to at least three full lessons, plus a social time (break or lunch). During this time students will continue with their learning in isolation, and they will be asked to reflect on their behaviour and identify steps forward. If a student disrupts or fails to complete sufficient work during their time in the IR this will lead to a series of warnings and suspension if the expectations remain unmet. If a student walks out of the IR they may be issued a fixed term suspension.

Parents will be notified of an IR referral through an email which will be sent out within forty-eight hours. Should a student accrue three times in the Inclusion room due to disrupting learning then parent or guardians will be expected to attend a meeting in school to discuss their child's behaviour.

Heads of Achievement become involved when they review SIMS entries on a regular basis. If concerns are being expressed in more than one subject or for significant incidents outside the classroom, then parents are normally informed at this stage. A Tutor or Head of Achievement may put students on "report". A number of different types of report cards are used to monitor students in a number of ways. The Tutor or Head of Achievement supervises the report daily. A student may go on report voluntarily if they or their parents feel they need the support of regular checking. To promote consistency staff are provided with a framework which gives advice about the use of the different reports which can be found in the staff handbook. Staff have a number of sanctions available to them that include reprimands, moving seats, extra work, community service, break time, and after school detentions.

Staff are expected to use sanctions in proportion to the misdemeanor in order to avoid early escalation to severe sanctions reserving them for the most serious or persistent behaviour. Contacting parents to discuss an issue often helps to resolve a problem.

All school staff are authorised by the Headteacher to issue detentions. To promote consistency staff are provided with a framework which gives advice about the use of detentions which can be found in the staff handbook.

Detentions

All members of staff have been authorised by the headteacher to give students detentions. This includes supply teachers. Students can be issued with detentions during break, lunchtime and after school during term time. Parents and guardians can track these detentions using their INSIGHT logins which live link to our behaviour management system.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

Detentions can be given when students have not met our expected standards. After school detentions may also be given for not attending a break time detention, persistent lateness to school, or persistent uniform issues that are below the expected standard. All detentions should be issued verbally to a student and must be recorded on INSIGHT so that students and parents are aware. Homework after school detentions are for 45 minutes and students are expected to complete work allocated to them during this time. Behaviour after school detentions are for 60 minutes. We do not require parental consent for detentions. We will endeavour to give 24hours notice to parents for after school detentions. Disruptive behaviour in the detention will result in time spent in the Inclusion Room.

Students who fail to attend a break detention will be issued with an after-school detention. Students who fail to attend an after-school detention may be suspended from school. Students who walk out or behave inappropriately will be sanctioned with time in the Inclusion Room.

If a student leaves a classroom without permission or is not in the lesson, they may spend time in the Inclusion Room for truancy. The truancy from the lesson should be logged on SIMS. Heads of Achievement are informed of persistent concerns.

Students can also be required to attend school on an INSET day or at weekends.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching a student

Searches will only be carried out by members of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction and contact a parent or guardian to ask them to attend the school to be present during a search.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) or pastoral lead, to try to determine why the student is refusing to comply. A senior member of staff may take the decision to contact the police.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector or mobile phone wand to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated member of staff/ DSL

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and inform the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Students who have demonstrated persistent defiance whilst in school will not be considered for trips at the time of booking

Students who have been accepted onto a trip for whom defiant behaviour becomes a concern, will have their place on the trip removed without refund.

7.8 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / DSL/ or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information which is available on the school website.

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

8. Serious sanctions

8.1 Immediate removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom

once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of staff in an Inclusion area and will be removed for a fixed period of time depending on why they were removed from the classroom.

Students will not be removed from classrooms or subjects for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed within forty-eight hours that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with form tutor/ teaching staff or Head of Achievement
- Short-term Department behaviour report cards
- Long-term behaviour plans such as behaviour report cards or pastoral support plans
- Pastoral Support worker coaching
- Multi-agency assessment
- Directed to offsite provision

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.2 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information which is available on the school website.

Persistent poor behaviour resulting in suspensions and exclusions

Students who persistently misbehave or are involved in more serious incidents may be placed in the Inclusion Room. Students in the room have adapted break and lunchtime. Students who disrupt the normal working of the Inclusion Room are given a Suspension.

Serious breaches of discipline or persistent misbehaviour may result in Suspension of between one and five days by the Headteacher or their Deputy acting on their behalf. The Chair of Governors is notified. Parents are informed by letter. Suspension from school is a serious step and is used only when support and sanctions have failed or for serious indiscipline. Examples of behaviour that are likely to result in suspension are:

- Persistent or malicious poor behaviour that disrupts the learning of others
- Serious, or repeated defiance of a member of staff
- Refusing to go to the Inclusion Room
- Receiving three warnings in the Inclusion Room
- Serious and repeated bullying
- Swearing at a member of staff, or in response to their instruction

- Missing an after-school detention
- Repeated smoking/vaping on or near the school site
- Aggressive behaviour including fighting
- Repeated truancy
- Defacing and damaging school property
- Bringing dangerous items such as a knife, other weapon or fireworks into school
- Being in possession of or using alcohol or illegal drugs
- Bringing the school into disrepute
- Other behaviour that is similar in seriousness to the above

Parents have a responsibility to supervise the suspended student. Fines can be imposed if the student is found out of the home during school hours. Return from suspension is conditional on the school being satisfied that the behaviour will not be repeated. A student returning from suspension may not return to timetabled lessons until a parent/guardian completes a reintegration meeting.

Permanent exclusion is used only when all other support and sanctions have not been effective or for the very serious breaches of discipline which put the health and safety of students or staff at risk. Permanent exclusion will always be considered for:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse of another student
- Presenting a significant risk to the health and safety of other students by the possession or supply of illegal drugs or carrying an offensive weapon
- Persistent or malicious disruptive behaviour including open defiance or refusal to conform with agreed school policies on, for example, behaviour or uniform
- Repetitive suspensions

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. These may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of Check in where students can regulate their emotions during a moment of sensory overload
- Green cards/ zones of regulation
- Follow guidance on the student SEND support document

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account the needs of the SEND student and consider the most appropriate sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The Local Authority contacted will be the Local Authority named on the EHCP.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school. If a student has been suspended, then a meeting in school will be offered prior to their return to school.

Support measures will be discussed such as :

- Reintegration meetings
- Daily contact with the form tutor or designated adult
- A report card with personalised behaviour goals
- A pastoral support plan

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction meeting with a member of staff to familiarise them with the behaviour policy and the wider school culture.

12. Training

Teachers at Glebelands School have a rigorous programme of INSET and twilight training to support them in their classroom practices and behaviour management techniques.

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Behaviour policy and classroom management
- The needs of the students at the school
- Inclusivity, diversity and equality
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, trustees and other stakeholders (via anonymous surveys)
- The data will be analysed regularly by Heads of Achievement and Behavioural lead on SLT.
- The data will be analysed from a variety of perspectives including:
 - At school level
 - By age group
 - At the level of individual members of staff
 - By time of day/week/term
 - By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Finance, Premises and Policy Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Body (by the FPP committee).

Whilst Glebelands remains a maintained school, the written statement of behaviour principles (appendix 1) will be reviewed and approved by the Finance, Premises and Policy Committee annually. On conversion to academy the school will adhere to the Trust written statement of principles.

14. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Exclusions policy
- SEND Policy

Appendix 1: written statement of behaviour principles

The school aims to be a learning community where all members work together to achieve their personal best and where individuals value and respect each other in a safe and welcoming environment. We aim to achieve learning without disruption. The school ethos of Respect and Achieve, which is written in the student journal, is very much at the heart of this policy and is designed to help students understand that they are part of a learning community based on respect.:

- respect yourself
- respect others
- respect the environment
- respect learning

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Finance, Premises and Policy Committee annually.

Glebelands statement of behaviour principles (on previous policy approved by Governors)

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suggestions
- Pupils are supported to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually