

# Behaviour Policy

Glebe Farm School



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<b>Date to be reviewed:</b>	September 2025 <i>This policy will be reviewed every year unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
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<b>Policy level**:</b>	3
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<b>Approved by:</b>	IFtL Board of Trustees
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**Key:**

**\* Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**\*\* Policy level:**

1. Trust wide:
  - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
    - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
  - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
    - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
    - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
  - These are defined independently by schools / departments as appropriate
    - o *Approved by school / department governance bodies.*

## **Glebe Farm School Behaviour Policy**

**At Glebe Farm School high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.**

At Glebe Farm School we want to help our learners to grow socially, personally and academically, fostering positive, respectful behaviours.

We believe that positive behaviours need to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it.

### **What do we mean by positive behaviours?**

At Glebe Farm School we feel that positive behaviours mean that everyone in school is:

- **Caring and kind**
- **Polite and friendly**
- **Helpful to each other**
- **Respectful and considerate**
- **Engaged and hardworking**
- **Going above and beyond what is expected of them to maximise learning potential, both in and out of classroom hours.**

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakrooms, at lunchtimes, in the playground, at after school clubs, on school visits as well as during classroom hours.

Positive behaviour underpinned by our core values. We believe these values will help equip our learners to make better behaviour choices, ensuring a safe and happy learning environment where everyone feels valued.

### **Glebe Farm School Core Values**



#### **INTEGRITY**

To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.



#### **RESPONSIBILITY**

To take responsibility for your actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.



#### **ENDEAVOUR**

To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.



#### **BRAVERY**

To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it is going to be hard, but hard is not impossible.



#### **EMPATHY**

To have the ability to relate to, and connect with, others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

## **Benefits of Positive Social Behaviour**

As well as developing self-confidence, our learners will learn the value of friendship in a safe, caring and happy environment where they can grow and achieve. We encourage learners at Glebe Farm School to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their school work. They will have a sense of identity with their school and show a high degree of self-motivation.

As teachers we strive to meet the needs of all learners and positive behaviour helps to facilitate this, enabling us to teach effectively, and creates a learning climate in which all learners are free to realise and exceed their potential.

## **How Do We Encourage Positive Behaviours?**

At Glebe Farm School we want our learners to feel that they have a personal investment in the running of the school. This helps to promote positive behaviour and we feel that to promote it further learners need:

- **To know what they are required to do.**
- **To have goals to aim towards**
- **To be praised, supported, and encouraged constantly and effectively.**
- **To have clear expectations about their work and behaviour**
- **To take responsibility and be involved in decision making.**

### **As adults we:**

- **Recognise and highlight behaviour as it occurs.**
- **Role model the behaviour we wish to see.**
- **Encourage learners to be responsible for their own behaviour.**
- **Let parents/carers know about their child's positive behaviour.**
- **Model the level of respect and behaviour that we expect from the children.**

At all times we believe that positive reinforcement is the best way to achieve positive behaviour and we have several systems set up in school to accomplish this.

Firstly, we have a clear set of routines around school, so the children know what is expected of them at a given time. The school expects every member of the school community to behave in a considerate way towards others. Positive behaviour will be defined carefully by example, as well as through assemblies, PSHCE lessons and other classroom discussions. Children will be helped to understand that compassion, kindness, respect, politeness, and truthfulness are qualities to which they should aspire.

Children are helped to recognise examples of positive behaviour at all times, and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions.

Everyone will act with courtesy and consideration to others at all times.

This means:

- **We will always give our best.**
- **We will help each other to learn by listening, communicating, and co-operating.**
- **We will always consider others and try to understand other people's points of view.**
- **We will show resilience even in difficult circumstances.**
- **We will develop reciprocal relationships with those around us.**
- **We will trust in others and be honest with them.**
- **We will make mistakes, but we will learn from them.**

The school will establish clear routines for behaviour within the school day, before and after school during clubs, lunchtimes and in the extended school day. These routines will be consistent, and everybody will be expected to follow them. The whole school and class expectations for behaviour will be shared and discussed with the children regularly.

The staffing of activities will be consistent, and their approach will be consistent towards all children. Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children are expected to keep learning spaces tidy and organised. They should be taught to manage risk.

Children's well-being will be monitored. Any issues will be quickly identified and responded to. Staff and children will recognise that there are different learning styles and that routines for nurturing these could include 1 to 1 learning space and time, group learning and the use of outdoor classrooms whenever appropriate. By ensuring clear routines and an understanding of the differences we all bring into a school community we hope that everyone, regardless of race, religion, gender, social background or ability, will be able to enjoy their time in school, to develop the lifelong skills they need and to flourish in our care.

### **Our Rewards Systems** (See Appendix 1)

We want our learners to be motivated by the intrinsic value of being the best version of themselves each day; however, we are committed to acknowledging our learners for developing good learning habits.

At Glebe Farm School our aim is to celebrate success which will raise the self-esteem of the child and their corresponding behaviour. We seek to acknowledge all the efforts and achievements of children, both in and out of school. The children will be recognised and rewarded for their positive efforts, displays of the Glebe values and support to others.

Learners can earn value points both in and out of lessons. Value points will be awarded to learners for the following reasons:

- **Demonstrating one of the Glebe Values = 1 point.**
- **Learner of the week = 2 points.**
- **House Competition Winner = 5 points.**
- **Glowing Glebe (Primary) = 10 Points.**
- **Crew Champion = 10 points**
- **Values Champion = 10 Points**
- **Headteacher Award = 50 Points**

Accumulation of points will be rewarded at the following thresholds:

- **25 Value Points = Phase lead/HOY Reward**
- **50 Value Points = Phase Lead/ HOY Postcard Home.**
- **75 Value Points = Phase Lead/HOY Reward**
- **100 Value points = Bronze Award**
- **150 Value points = Phase Lead/HOY Reward**
- **200 Value points = Silver Award**
- **250 Value points = Phase Lead/HOY Reward**
- **300 Value points = Gold Award**
- **350+ Value points = Platinum Award**

At Glebe Farm School we celebrate success, achievement, effort and kindness in several different ways:

All incidences of positive behaviours (as mentioned above) are recorded on the whole school Classcharts software. The progress and achievements of children recorded on Classcharts are regularly reviewed and monitored by members of the Core Team, Teaching Staff and Pastoral Team with any positive trends highlighted for further discussion

EYFS, PHASE 1 & 2 REWARDS	PHASE 3 & 4 REWARDS
<ul style="list-style-type: none"> <li>➤ Value Points rewards and positive postcards home.</li> <li>➤ Value Points Rewards.</li> <li>➤ Stickers and badges.</li> <li>➤ Weekly Glowing Glebe assembly – linked to effort and attainment.</li> <li>➤ Headteacher award assembly – half termly celebration assembly where children are nominated for their performance and effort over the half term.</li> <li>➤ Headteacher Hot Chocolate – invited students will attend to celebrate their contributions to school and offer their ideas as part of the student voice.</li> <li>➤ Voted onto School Council.</li> <li>➤ Responsibility within in school e.g., Play Leader, Librarian.</li> <li>➤ Ambassador role.</li> <li>➤ Selected to represent the school e.g., sporting, music, performing arts events.</li> <li>➤ Rewards trips and visits.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Value Points Rewards and positive postcards home.</li> <li>➤ Crew Champion.</li> <li>➤ Values Champion.</li> <li>➤ Learner of the week for each subject.</li> <li>➤ Weekly Celebration assemblies – linked to effort and attainment.</li> <li>➤ Headteacher Hot Chocolate – invited students will attend to celebrate their contributions to school and offer their ideas as part of the student voice.</li> <li>➤ Headteacher award assembly – half termly celebration assembly where children are nominated for their performance and effort over the half term.</li> <li>➤ School Council and House Captain responsibilities.</li> <li>➤ Leader role or responsibility within in school e.g., Play Leader, Librarian, Classroom and Subject Leaders.</li> <li>➤ Selected to represent the school e.g., sporting, music, performing arts events.</li> <li>➤ Rewards trips and visits.</li> </ul>

## **Classroom Expectations and Whole School Expectations**

### **Classroom Expectations**

- Be punctual to all lessons.
- Be organised and ready to learn.
- Follow staff instruction, first time, every time.
- GLEBE – Good Posture, Listening, Engaged, be Respectful, Enquire.
- Consider the big picture and where your learning is going.
- Reflect on your teachers' feedback.
- Support peers with their learning.
- Be honest and take responsibility when you get it wrong.
- Show sensitivity when difficult topics are being addressed.
- Show dignity and maturity even when others are not.
- Accept other people's differences and try to see the best in others.
- Hand in work that is entirely yours and completed to the best of your ability.
- Challenge yourself.
- Never look for learning short cuts.

### **Whole School Expectations**

- Follow staff instruction, first time, every time.
- Walk purposefully, never running, following the one-way system.
- Be polite and kind.
- Respect other people's physical space.
- Bullying and violence are never tolerated.
- Keep our school environment clean and safe.
- Eat only in designated areas.
- Respect and look after all the school's resources and facilities.
- Contribute to the positive ethos and reputation of our school.
- Be proud of yourself and to be part of the Glebe Farm Community.
- Never bring in anything dangerous or illegal into our School.
- Remember where you are – no swearing, chewing gum, or unnecessary physical contact.
- Resolve all differences calmly, with the help of staff if necessary.
- Be honest and take responsibility when you get it wrong.
- Show concern and interest in the well-being and happiness of others.
- Be selfless in your actions, think of others.
- Aim for no less than 98% attendance.
- Find out about your world and how you can make a positive contribution.
- Find out all you can about your chosen interest and/or future career.
- Try to always be the best that you can be at all times.
- Respond positively to correction.

### **Equipment for Early Years, Phase 1, and Phase 2**

- School book bag
- School Bag
- Reading book.
- Water bottle.
- Out of lesson card.

### **Equipment for Phase 3 and 4**

- 2 black pens
- Pencil
- Ruler
- Rubber
- Reading book
- Calculator
- Water bottle.
- IPad - Provided by GFS
- IPad Charger – Provided by GFS
- Out of lesson card.

**If students fail to have the correct equipment, they will receive an R2 (30 minute) reflection on the same day.**

Students should store their equipment and books in their personal lockers or class tray. Students should return to their lockers to collect the necessary books and equipment they need for each lesson before morning lessons start during crew time.

### **Non-permitted items.**

Items not permitted in the school such as chewing gum, confectionary and jewellery (other than one plain watch, one small pair of plain stud earrings which will be removed or taped for PE lessons) will be confiscated. One piercing in each ear will be permitted only. No facial piercings will be allowed. Learners should follow the school uniform policy.

### **Mobile Phones/Smart Watch use**

To avoid unwanted distractions in lessons and social times the use of mobile phones is prohibited.

Mobile phones are not permitted in the school. If parents want their child to bring a phone to school for safety reasons, they must be switched off before students enter the front entrance of school and kept in lockers or bags (we cannot accept any responsibility for lost or stolen possessions).

Smart Watches\* are considered mobile devices and the policy applies equally to them.

Any use of a smart device that may include videoing within the school, posting videos on social media that may have negative impact on others, including the reputation of Glebe Farm School, or repeated use of a smart device will result in a consequence.

\*A Smart Watch in this instance includes any watch or fitness tracker that can send or receive emails or texts, or able to connect to the internet.

If a member of staff sees a mobile phone, it will be confiscated and a R3 (1hour) reflection will be issued. In the first instance the phone will be handed back to the student at the end of the day, further incidents will require a parent / carer to collect the phone from school.



### **Dealing with Inappropriate Behaviour**

Unfortunately, even with such positive messages reinforced, not all children get it right all the time. However, at Glebe Farm School we never react to misbehaviour in a negative way.

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom, during assemblies and when moving throughout the school. We believe that every member of our Glebe Farm community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

All staff will follow the school behaviour policy and escalation chart. Professional judgement will always be made when making a decision on sanctions or reflections. Behaviours will be scaled and sanctioned with appropriate ‘Reflections’. Reflections are periods of allocated time where behaviour issues are addressed, reflected on, and ultimately resolved either during social times or after school. All behaviour expectations will be displayed in every classroom for staff and learners.

All positive and negative behaviours will be logged on the school behaviour system Classcharts.

### **Dealing with Inappropriate Behaviour - Early Years/Phase 1 & 2**

The Classcharts behaviour system will be displayed in every classroom.

If a learner displays challenging or inappropriate behaviour such as being defiant, rude or disrespectful then staff will follow the escalation procedure:

All learners will return to GREEN for the next lesson, unless they have received an R3/4 or 5.

Persistent disruptive behaviour (over a consecutive period of three weeks) will result in the child having a Report card and targets will be set by the Class Teacher in conjunction with a Senior Leader, the child and parents/carers.

	R1	R2	R3	R4	R5
Off task	X				
Disrespectful/silly behaviour	X				
Negative attitude	X				
Distracting others	X				
Not following instructions		X			
Refusal/defiance		X			
Rough Play		X			
Inappropriate language		X			
Persistent poor behaviour			X	X	X
Dangerous behaviour			X	X	X
Damage to property			X	X	X
Bullying/Online Bullying			X	X	X
Racism					X
Homophobia					X
Sexualised behaviour					X

- **R1** – Verbal warning, move seats.
- **R2 Reflection** – Loss of 10 minutes free time, parents called.
- **R3 – Internal time out – Step ONE** - Phase lead/SLT detention 30 minutes.
- **R4 – Internal Suspension – Step TWO** - meeting with Headteacher or Deputy Headteacher, Parental meeting, Return to School Meeting.
- **R5 - External exclusion/Permanent Exclusion** - meeting with Headteacher or Deputy Headteacher, Parental meeting, Return to School Meeting.

**Any learners who display persistent poor behaviour will receive an R5.**

### Dealing with Inappropriate Behaviour – Phase 3 and 4

	R1	R2	R3	R4	R5
Eating food in unauthorised areas	X				
Incorrect uniform	X	X	X		
Missing Equipment	X				
Disruption to learning	X				
Missing iPad		X			
Inappropriate language/ swearing		X	X		
Continued disruption to learning		X			
Running indoors		X			
Out of lesson without card signed		X			
Lateness to lessons		X			
Chewing Gum		X			
Persistent R2 Behaviour			X		
Dangerous behaviour		X	X		
Failure to attend R2 Reflection			X		
Mobile phone seen			X		
Inappropriate use of iPad			X		
Refusal/Defiance			X		
Possession of banned item.			X	X	X
Persistent poor behaviour			X	X	X
Missed reflection			X	X	X
Aggressive behaviour			X	X	X
Truancy			X		
Leaving a lesson			X		
Persistent R3 Behaviour				X	
Failure to attend R3 Reflection.				X	
Persistent defiance/rudeness				X	X
Aggression				X	X
Bullying/Online Bullying				X	X
Racism/Homophobia				X	X
Sexualised Behaviour				X	X
Vandalism/damage to property				X	X

- **R1** – Verbal warning.
- **R2** Reflection – Loss of 30 minutes free time, parents called.
- **R3** – Removal from lesson/Internal time out – **Step ONE** - Phase lead/SLT detention **60 minutes**.
- **R4** – Internal Suspension – **Step TWO** - meeting with Headteacher or Deputy Headteacher, Parental meeting, Return to School Meeting. **90 Minute detention**
- **R5** - External exclusion/Permanent Exclusion - meeting with Headteacher or Deputy Headteacher, Parental meeting, Return to School Meeting.

**Any learners who display persistent poor behaviour will receive an R5.**

### **Reflection Expectations (Phase 3 & 4)**

Students are expected to make their own way to the designated reflection area. They are expected to arrive on time with all their equipment, including their coat and bag.

At the end of R3 reflections students will be instructed to leave the school via a designated exit and are expected to leave the premises straight away.

Failure to complete a Reflection will result in an escalated reflection/sanction and parents/carers will be contacted by either the Head of Year or a member of the Pastoral team (See appendix 2 for behaviour escalation chart).

### **R3 - STEP ONE (See appendix 3)**

When a learner receives an R3 in lesson, an On-Call member of staff (SLT/Phase Lead/HOY/Pastoral team) will remove them from the lesson. The learner will be isolated from their peers in STEP ONE for the remainder of the lesson. A member of the pastoral team will work with the learner to establish and reflect on the behaviours shown. The learner is expected to complete the work provided for the lesson. A pastoral member of staff will complete a restorative conversation (see appendix 5) with the learner. If the learner demonstrates positive behaviour, they will return to their next lesson but will complete an R3 reflection 60 minutes the following day.

### **R4 - STEP TWO (See appendix 4)**

When a learner displays negative behaviour (Persistent R3 behaviour or R4/R5) they will be placed into STEP TWO. Any learners who return to school following a suspension will complete 1 day in STEP TWO before returning to their full-time timetable. Any student who fails STEP ONE will be placed in STEP TWO. A member of the Core Team will decide the number of days spent in STEP TWO. Learners will also complete a 90-minute reflection.

### **Extra-curricular activities**

Learners are expected to continue demonstrate the Glebe Farm Values past 3:30pm. Any learner who attends an extra-curricular club or represents the school in an activity should follow the Glebe Farm behaviour policy. Learners can still be praised and sanctioned for their behaviour. Any negative behaviour may result in a learner being suspended from attending an extra-curricular activity or representing a school team. Any learner who receives an R3, R4 or R5 will not be able to attend the next extra-curricular club or school activity.

### **Report Card**

Persistent disruptive behaviour (over a consecutive period of three weeks) will result in the learner having a 'Report Card' and targets will be set by the Class Teacher/HOY/Phase lead in conjunction with the Deputy Headteacher/Headteacher, the learner and parents/carers for 2 weeks.

In all cases of behaviour concerns, professional discretion as well as context are considered on a case-by-case basis.

Learners may report to the following staff members for their report cards:

- **Class teacher/Crew Lead – 1<sup>st</sup> report**
- **Phase Lead/Head of Year – 2<sup>nd</sup> report**
- **Deputy Headteacher – 3<sup>rd</sup> Report**
- **Headteacher – 4<sup>th</sup> and Final Report.**

Other students who need encouragement or support may be placed onto a **positive report card** where staff are encouraged to write positive feedback about their effort, behaviour, and performance in their lesson.

**Any learner who receives an R4 Internal suspension or R5 - External Exclusion will be placed on a report card for 2 weeks.**

## **Behaviour Support Plans**

A Behaviour support plan is a school-based intervention to help a learner manage their behaviour and get them back on track. It is particularly useful for those whose behaviour is deteriorating rapidly, are in need of a risk management plan, a temporary reduced timetable or are in danger of permanent exclusion. The Phase Lead or Head of Year will oversee the support plan process. Support plans are recorded on Class Charts and linked to the student's CPOMs file. Where a student is on the school SEN register a member of the Inclusion Department will be directly involved in the support plan process and attend all meetings with parent(s)/carer(s). Support plans identify precise, realistic and measurable targets for students to work towards based on the learner's needs.

The time frame of the support plan will be decided in the first parental meeting e.g., 8, or 12 weeks. In the first meeting both parent(s)/carer(s) and student will be introduced to the support plan with an explanation of what it is and how it will work. The student will always be encouraged to set their own targets. Rewards and sanctions will be clearly identified. The end date of the support plan will be agreed at the start of the process. The support plan will be reviewed with the learners and parents/carers at regular intervals, every four weeks. For the duration of the support plan a range of internal and external support mechanisms will be used to support both the student and family. At the end of the agreed time frame, if the student has met their targets, the support plan will be closed, and a formal letter will be sent to the parent(s)/carer(s).

If at the end of the agreed time frame the learner has not been able to meet their targets, they will enter a four-week probationary period where the Lead in charge of Behaviour will control the support plan. At this stage, the targets will be reviewed fortnightly; parent(s)/carer(s) and the learner will be expected to attend.

If at the end of the probationary period the learner has still not been able to meet their targets, they will be required to attend a 'Behaviour Review Panel' with their parent(s)/carer(s), the Headteacher, Head of School for behaviour, and a member of the Governing Body. At this stage the school, with the agreement of the parent(s)/carer(s), may determine that a managed move to another educational institution would be beneficial for the learner. In conjunction with the Local Authority Access and Inclusion team, the school would look to place the learner under the agreed Milton Keynes Council Fair Access Protocol.

## **Managed Move**

Managed moves are processes that allow pupils to move between schools without exclusion. The school follows Milton Keynes Council In-Year Fair Access Protocol for Secondary Schools, to work collaboratively with other Milton Keynes secondary schools and academies to provide a learner with a 'fresh start' when it is felt that all other processes have been exhausted.

## **Serious Incidences**

When a serious incident has occurred at Glebe Farm School, a full investigation will be undertaken. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation (**STEP ONE/TWO**). When we have completed our investigation parents will be asked to attend school to discuss the incident and possible ways of resolving the situation.

A one-off serious incident or an accumulation of serious incidents may lead to a permanent exclusion.

Examples of a serious incident include:

- **Bullying/online bullying**
- **Racism**
- **Homophobia**
- **Gender/ sexually based discrimination**
- **Child on child abuse**
- **Physical assault**
- **Illegal substances**
- **Weapons in school**
- **Harassment (including sexual)**
- **Theft**
- **Tampering with school property/alarm**

### **Offensive and Improper Conduct**

Please see Appendix 6 for details of unacceptable behaviour, including bullying. Full details regarding our approach to bullying at Glebe Farm School can be found in our anti bullying policy on our school website. It is important to note that at Glebe Farm School we take any report of child-on-child abuse, or any report of harmful sexual behaviour extremely seriously. Any incident will be fully investigated, appropriate sanctions will be consistently applied, and support will be put in place for both the victim and the perpetrator. Further details can be found in Child Protection and Safeguarding Requirements and Procedures Policy on our school website.

### **Possession of an Offensive Weapon**

Please see Appendix 7 for details of what constitutes an offensive weapon and the sanctions that will be put in place.

Note – in all incidents of poor behaviour, other than those that result in permanent exclusion from Glebe Farm School will be followed up with a full support plan as part of the readmission procedure.

### **Smoking, Alcohol and Drug Related Offences**

Please see Appendix 8 for details regarding substance abuse

#### **Searching students**

If there is suspicion that a banned or inappropriate item has been brought on to Glebe Farm School premises, then school staff may choose to conduct a student search:

- The search will be approved by a member of the Core Team.
- Two members of staff must be present whilst the search is being conducted.
- The search will be conducted discreetly in a room away from other students.
- The search may include the student's locker, which may be opened by a member of the site team.
- The School may seek the support of the Police if they suspect illegal items have been brought into Glebe Farm School.

### **Suspension and Permanent Exclusion**

Suspending a pupil from the school for a fixed term is a serious step to take. Only the Headteacher has the authority to suspend a learner. In all cases, the parents will be informed on the day the learner is suspended and the reasons for the suspension. Suspensions can be up to 45 days in an academic year. A suspension may be given for one or more days depending on the behaviour demonstrated or the incident involved in. If a learner is suspended for a fixed period of more than 5 days the governing body (or local authority, in respect of a PRU) must arrange suitable full-time education on Day 6.

Once a pupil has been suspended for a total of 45 days within an academic year, any further incidents will result in a permanent exclusion. If a learner is permanently excluded, the responsibility for full time education from Day 6 falls to the Local Authority.

### **Physical Restraint and Searching**

All members of staff are aware of the regulations regarding the use of force in the management of pupil behaviour. Staff in our school **do not hit, push, slap or in any sense physically intimidate children**. Staff only intervene physically if it is absolutely necessary, and all interventions are carefully recorded and reported to the parents of the children concerned.

The actions that we take are in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- **Committing a criminal offence**
- **Injuring themselves or others**
- **Damaging property**
- **Acting in a way that is counter to maintaining good order and discipline at the school.**

The legislation also allows Headteachers to extend this authority beyond teachers to other members of staff. At Glebe Farm School, we believe it is necessary for Teaching Assistants and Lunchtime Supervisors to also have this authority. We ensure that teachers across the school are trained in appropriate de-escalation of conflict and physical restraint techniques by qualified Team-Teach trainers.

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in his/her possession [weapons, alcohol, drugs, stolen items, fireworks, tobacco, or pornographic images], a pupil can be searched – in the presence of another member of staff and with only outer clothing being removed – without the pupil's consent. For less serious suspicions – food, mobile phones, toys, offensive notes – we will not normally conduct a personal search but reserve the right to do so if necessary. Any searches will be conducted by a minimum of two members of staff. One member of staff, who is the same sex as the pupil, will conduct the search whilst the other will bear witness.

### **Behaviour Outside of the School Site**

The Department for Education has issued all schools with regulations on managing pupils' behaviour outside of the school site and outside of school hours. At Glebe Farm School children are subject to the behaviour policy outside of the school site and outside of school hours. Any poor or disrespectful behaviour outside of school will have the same consequences as if they were within the school or school hours.

By sharing our policy with you, our community, we believe we can work together to ensure the healthy growth and development of every child at Glebe Farm School.

### **The Role of Parents**

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.

Equally, parents are strongly encouraged to initiate contact with the school if they have information or concerns that need to be brought to our attention.

Parents are expected to abide by our standards and expectations, as outlined in our visitor policy. We expect parents to role model positive behaviours for their children.

**Appendices**

**Appendix 1 – Rewards Ladder**

**Glebe Farm School Rewards Ladder**

Value Points	Rewards
25	Chocolate bar/sweets
50	Positive Postcard Home
75	Golden Ticket Entry – Draw at end of each Term.
100	Bronze Merit – Bronze Pin Badge and Certificate Invitation to rewards trip.
150	£5 Amazon Voucher
200	Silver Merit – Silver Pin Badge and Certificate
250	£10 Amazon Voucher
300	Gold Merit – Gold Pin Badge and Certificate 50% off Rewards Trip
350+	Platinum Merit – Platinum Pin Badge and Certificate Free Rewards Trip

**Value Points.**

Headteachers Award – Awarded to learners who have demonstrated the Glebe Values. Go above and beyond or a significant achievement each term = 50 Points

Crew Champion – Awarded by Crew lead each week to 1 learner in recognition of effort and achievement = 10 points. *Learner to wear Gold Tie.*

Value Champion – Awarded by staff to learners who have demonstrated one or more of the Glebe Values = 10 Points

Glowing Glebe – Awarded to primary students who have demonstrated hard work and positive attitude throughout the week = 10 Points. *Learner to wear Gold Jumper*

House Competition Winner – Awarded to learners who have won House Competition = 5 Points

Value points – staff issue value points to learners who demonstrate the Glebe Values = 1 point.

Learner of the week – awarded during Celebration Assembly each week by staff for each subject = 1 Point. *Postcard to be sent home to parents.*



**Appendix 2 - Behaviour escalation Chart**

**Behaviour Escalation Chart.**

<b>R1</b>	Breach of the Glebe Way	<b>Phase 1/2</b>	<b>Phase 3/4</b>	<b>Verbal Warning Given</b>
		<ul style="list-style-type: none"> <li>➤ Off task</li> <li>➤ Disrespectful/silly behaviour</li> <li>➤ Negative attitude</li> <li>➤ Distracting others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Eating food in unauthorised areas.</li> <li>➤ Incorrect uniform</li> <li>➤ Missing equipment</li> <li>➤ Disruption to learning</li> </ul>	

<b>R2</b>	Breach of the Glebe Way for the 2 <sup>nd</sup> time or any of the following:	<b>Phase 1/2</b>	<b>Phase 3/4</b>	<b>Reflection Given</b>  <b>Phase 1/2 = 10 minutes</b>  <b>Phase 3/4 = 30 Minutes</b>
		<ul style="list-style-type: none"> <li>➤ Not following instructions</li> <li>➤ Refusal/defiance</li> <li>➤ Rough Play</li> <li>➤ Inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inappropriate language/swearing.</li> <li>➤ Continued disruption to learning.</li> <li>➤ Running indoors</li> <li>➤ Out of lesson without card signed.</li> <li>➤ Lateness to lessons</li> <li>➤ Dangerous behaviour</li> <li>➤ Chewing Gum</li> <li>➤ Inappropriate use of iPad</li> <li>➤ Repeat incorrect uniform</li> </ul>	

<b>R3</b>	Severe Breach of the Glebe Way	<b>Phase 1 &amp; 2</b>	<b>Phase 3 &amp; 4</b>	<p><b>Phase 1 &amp; 2 = Timeout/30 minutes</b></p> <p><b>Phase 3 &amp; 4 = Removal from lesson to STEP ONE / 60 minutes</b></p>
		<ul style="list-style-type: none"> <li>➤ Persistent poor behaviour</li> <li>➤ Dangerous behaviour</li> <li>➤ Damage to property</li> <li>➤ Bullying/Online Bullying</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inappropriate use of iPad</li> <li>➤ Refusal/defiance</li> <li>➤ Persistent poor behaviour</li> <li>➤ Missed reflection</li> <li>➤ Mobile phone seen</li> <li>➤ Aggressive behaviour</li> <li>➤ Dangerous behaviour</li> <li>➤ Repeat incorrect uniform</li> <li>➤ Truancy</li> <li>➤ Leaving a lesson</li> <li>➤ Persistent defiance/rudeness</li> <li>➤ Aggression</li> <li>➤ Failure to attend R2 Reflection</li> </ul>	

<b>R4</b>	Severe Breach of the Glebe Way	<b>Phase 1/2</b>	<b>Phase 3/4</b>	<p><b>Reflection Given</b></p> <p><b>Phase 1/2 = Timeout/30 minutes</b></p> <p><b>Internal suspension Phase 3/4 = Removal to STEP TWO/ 60 Minutes</b></p>
		<ul style="list-style-type: none"> <li>➤ Persistent poor behaviour</li> <li>➤ Dangerous behaviour</li> <li>➤ Damage to property</li> <li>➤ Bullying/Online Bullying</li> </ul>	<ul style="list-style-type: none"> <li>➤ Persistent poor behaviour</li> <li>➤ Missed reflection</li> <li>➤ Mobile phone seen</li> <li>➤ Aggressive behaviour</li> <li>➤ Truancy</li> <li>➤ Leaving a lesson</li> <li>➤ Persistent defiance/rudeness</li> <li>➤ Aggression</li> <li>➤ Bullying/Online Bullying</li> <li>➤ Racism/Homophobia</li> <li>➤ Sexualised Behaviour</li> <li>➤ Vandalism/damage to property</li> <li>➤ Failure to attend R3 Detention</li> </ul>	

<p><b>R5</b></p>	<p>Severe Breach of the Glebe Way</p>	<p>If a student commits a serious breach of the behaviour policy, for example swearing at a member of staff or is violent, racist or homophobic towards another student, this will result in an instant removal from lesson to STEP TWO and potential Fixed Term Suspension</p> <p>Persistent poor behaviour may result in the learner going on a report – Subject/Crew/HOY/DHT/HT or Behaviour Support Plan</p> <p>The member of staff involved/witness to the incident must inform HOY or Phase Lead immediately for this to be actioned.</p>	<p><b>External Exclusion. Or Permanent Exclusion</b></p>
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### Appendix 3 – STEP ONE

#### STEP ONE

*Learner will attend school – 8:30-4:30*

**Learner will be placed in STEP ONE for the following:**

Demonstrating R3 behaviour.

Removal from lesson – ON-CALL

- Learner is placed in STEP ONE.
- Registered on BROMCOM.
- Staff member on STEP ONE Rota to email staff for work to be completed.
- Restorative conversation sheet completed.
- Parents/carers contacted.
- HOY/AHOY to decide on attendance of lessons or placed in STEP TWO.
- **Failure to comply with STEP ONE rules will result in 1 day STEP TWO and 90 minutes R4 Reflection**

## Appendix 4 – STEP TWO

### STEP TWO

*Learner will attend school 8:30 – 5:00*

**Learner will be placed in STEP TWO for the following:**

Demonstrating R4 or R5 Behaviour

Failure to achieve STEP ONE

Two R3's in a week.

4 R2's in a week.

- **Learner is placed in STEP TWO.**
- **Attendance registered on BROMCOM.**
- **Learner completes all work and follows normal timetable. Separate Break and Lunchtime.**
- **Learner to attend R4 Detention – 90 Minutes.**
- **Failure to complete STEP TWO will result in R5 – External Exclusion.**

**Appendix 5 – Restorative conversation**

Name:

Year:

Crew:

Inclusive learning staff member:

**Why are you in inclusive learning?**



wasn't following instructions



talking



wasn't on task



was disrespectful/silly



had a negative attitude



distracted others



wasn't ready/late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

**Why did it happen?**

**How were you feeling?**



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

**What were you thinking?**

What impact has this incident had on you?

How could you have managed this incident better?

How can you avoid this happening again?

How do you feel about the incident now?



bored /impatient



silly /giddy



angry



frustrated



sad



confused



troubled /a lot on  
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

## **APPENDIX 6**

### **Offensive and Improper conduct**

Any bullying or harassment will not be tolerated and is always serious. In instances where this has been reported the situation will be monitored and persistent bullying of any kind or aggravated incidents will result in consequences that may include an internal suspension or a suspension, or permanent exclusion. Please refer to Glebe Farm School anti-bullying policy for more detail.

Support will be given to both the victim and the perpetrator to support all students involved.

We have attempted to list some of the behaviours below that would constitute offensive and improper conduct. Whilst this list is not exhaustive, it will support the delivery of the behaviour policy so that there is consistency and fairness.

### **Unacceptable behaviour**

Unacceptable behaviours include, but are not limited to:

- Physical threats and verbal intimidation
- Use of abusive and offensive language
- Repeated and deliberate teasing by an individual or group
- Physical assault intended to hurt and frighten
- Pushing, tripping, spitting at any individual
- Any incident of a sexual nature including harmful sexual behaviour, sexual violence or sexual harassment
- Abuse of personal property intended to cause distress
- Writing, whispering and spreading rumours about a person to cause hurt
- Intentional exclusion or isolation of an individual
- Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance
- Insults directed at a person relating to sexual orientation or other protected characteristics
- Use of electronic or telephonic means including email, social networking, messaging to cause harassment, alarm or distress
- If a student is harassed physically or verbally by another student within the school, they should bring this to the attention of a member of staff so that the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence for both parties involved.
- Where reports of abuse towards staff are made, a member of the Head of Year or Core Team should be informed, and this will be investigated. Threatening or aggressive conduct, damaging conduct, or repeated misconduct of this sort, could result in a serious sanction up to and including permanent exclusion.
- If a student is found to have wilfully made a malicious allegation against a member of staff, this will be viewed as a very serious incident.



- Any incident of a sexual nature - Where such activity involves coercion, harassment, assault, or duress it will be treated as an issue of utmost seriousness; this may involve police action, and sanctions from school.
- Possession of pornography, racist or other inflammatory literature or other associated items is forbidden, and such will be confiscated and subsequently destroyed. The incident will be dealt with by means of sanctions depending on the degree to which the misconduct would cause real or potential harm.
- Glebe Farm School reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.
- Where student conduct is reckless and dangerous, placing others at risk, serious sanction may be set even where the student's intent is not malicious. This includes improper use of fire safety equipment and making a hoax 999 call.
- Any other behaviour that may not be specifically mentioned, but at the discretion of the Core Team, is deemed to be offensive.
- Theft
  - All cases involving theft, including taking property without permission, (e.g.: removing foodstuffs from the Pantry without payment) should be investigated by a member of the Core Team or Head of Year and appropriate sanctions will be issued. The police may be informed.
  - To avoid difficulties, we insist that no article may be bought or sold, nor should any collection of money take place within the school, without permission of a senior member of staff. In all cases of offensive and improper conduct a full investigation will take place. Decisions will be made following investigations and will include judgements on the balance of probability. Sanctions will be put in place up to and including suspensions from Glebe Farm School.

## **APPENDIX 7**

### **Possession of an Offensive Weapon**

An offensive weapon is anything that could be used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons include knives and blades of any length, catapults, any item capable of firing a projectile, fireworks and any noxious substances. Such items are inappropriate within school. This may also include deliberate misuse of school equipment.

Any weapon will be confiscated, and the police contacted if the weapon is a blade or knife. The weapon will not be returned to the student. Sanctions will depend on the degree to which the item was used to cause harm, alarm or distress to others; the degree to which the student carrying such a weapon intended to use it to cause harm, alarm or distress to others; and the potential for the item to cause harm, alarm or distress to others. Bringing dangerous weapons on to school premises, such as knives and blades, is likely to lead to a serious sanction up to and including permanent exclusion.

Laser light pens are highly dangerous and should not be brought onto the premises, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a serious sanction.

## APPENDIX 8

### **Smoking, Alcohol and Drug Related Offences**

#### **1. Smoking including vapes**

Smoking is not allowed on Glebe Farm School site and it is against the law to do so. If students are caught smoking or vaping in or in close proximity to Glebe Farm School, or are part of a group in which people are smoking, or are in possession of smoking materials (this includes vapes and E-cigarettes) the student is at risk of a consequence up to and including suspension.

#### **2. Alcohol and Drugs**

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in Glebe Farm School's Drugs Policy. Where the substance is not illegal but thought to be a danger to the individual or to others, confiscation will be followed by a sanction. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious incidents.

Any involvement in supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This will not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness, and may lead to permanent exclusion.

### **Drugs Education**

Glebe Farm School recognises that we have a part to play in supporting the government's 10 year drug plan – from harm to hope.

This undoubtedly starts with education. Drugs education is a compulsory part of our curriculum, including exploitation. We also recognise that so often the skills required to make the right choices regarding drugs are more important than knowledge itself. Our curriculum, that focuses on dual objectives recognises the importance of developing skills and qualities alongside knowledge

Our pastoral support plans offer a personalised support package for any student who may find themselves at risk of possible harm as a result of any drug.