



## **GLAM ACADEMY**

# **Behaviour policy and statement of behaviour principles**

**Approved by:** Natalie Lockett

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**Next review due by:** September 2026

This policy is disseminated to staff at relevant meetings and through line management and staff appraisal. The policy is referred to regularly in line with SEND training

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# 1. Aims

This policy aims to:

- provide a **consistent approach** to behaviour management
- **define** what we consider to be unacceptable behaviour, including bullying
- outline **how students are expected to behave**
- summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- outline our system of **rewards and sanctions**.

# 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.
- 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.

# 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
- Refusal to comply with an instruction
- Improper use of equipment
- Failure to comply with classroom rules
- Smoking or possession of cigarettes, e-cigarettes or tobacco
- Inappropriate language
- Leaving the classroom without permission

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - 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** is 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

Racial	Racial taunts, graffiti, gestures
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

- **Students** are encouraged to report incidents of bullying to their form tutor or any trusted adult. If students are not confident in doing this, they can report incidents anonymously through the communications box in the centre. **Parents** should report any incidents of bullying directly to the school office or through their child's keyworker. **Staff** who are made aware of allegations of bullying should bring it immediately to the attention of the Pastoral Team.
- Glam Academy takes bullying very seriously. Our Pastoral Team investigates allegations of bullying by taking written or statements from the bully, the victim and any witnesses. Where incidents of bullying have taken place, parents/carers of both the bully and the victim will be informed. Initially we will aim to hold a mediation meeting to allow both parties the opportunity to come to a resolution. It is our experience that students who bully have often experienced bullying themselves. We provide support for both bullies and victims to modify their behaviour as appropriate so that they can feel safe and secure in school.
- Where bullying has taken place, we follow a restorative justice approach. This will be personalised to the situation and overseen by the Pastoral Manager. In addition to mediation, this may include loss of privileges - for example, if the bullying has taken place during break time, the bully may be required to forego break time in order to access an anti-bullying programme with the Pastoral Team. If there have been repeated incidents on transport, the student may be asked to travel separately etc. Other sanctions may be taken as described in section 7.
- Glam Academy will provide support for students who have been bullied, or who are at risk of bullying, through the Pastoral team. This is done on an individual basis, but may include additional mentoring sessions, social skills group, or interventions around healthy relationships and/or bullying.
- Glam Academy takes whole-school proactive action to prevent bullying. This includes regular form time sessions and PSHE lessons on the issue of bullying, topic weeks and involving the students in developing their own initiatives through Student Council. Head boy and Head girl are active in promoting inclusion and an anti-bullying agenda amongst the student body. Student questionnaires are used to gain student voice around bullying.
- As part of our whole school approach to anti-bullying, all contact staff will undergo a program of CPD-certified anti-bullying online training.

## **5. Roles and responsibilities**

### **5.1 The Proprietor**

The proprietor is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Natalie Lockett is responsible for reviewing and approving this behaviour policy.

She will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. She will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

### **5.2 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

### **5.3 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

## **6. Student code of conduct**

Students are expected to follow the school rules:

- Listen to directions from staff in school
- Use safe and appropriate language
- Show safe and appropriate physical behaviour
- Complete work in lessons

In addition to this we ask that all students

- Treat everyone with respect
- In class, make it possible for all students to learn
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Daily points
- Class certificates
- Weekly reward prizes
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A discussion around what behaviour is and is not acceptable at Glam Academy
- Student not awarded daily points
- Time out
- Inclusion
- Expecting work to be completed at home, or at break or lunchtime
- Restorative learning completed at break or lunchtime, or after school
- Referring the student to the Pastoral Team
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We may use Step Out to respond to serious or persistent breaches of this policy.

Students who do not attend a given restorative learning session are also sent to the Inclusion room. Students who refuse Inclusion may be issued with a period of Step Out.

The Pastoral Manager keeps a record of all consequences that are issued to students by the Pastoral team. This is used to inform Plan/Do/Review meetings and behaviour interventions that may be required.

### **7.2 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **7.3 Malicious allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Director will discipline the student in accordance with this policy.

Please refer to our safeguarding policy of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **8.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Use the daily points system to review behaviour with the students at the end of every lesson
- Use positive reinforcement - catch them doing something right!
- Staff must not raise their voice or use confrontational language/body language with students
- Staff must always allow take-up time before applying a consequence
- Staff should use emotionally-friendly language when dealing with students
- When dealing with poor behaviour, always differentiate between the student and their behaviour. We do not like the behaviour; we like and value the student.
- Develop a positive relationship with students, which should include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
- Using positive reinforcement - Where a student is making a poor behaviour choice, other students making the right choice should first be acknowledged/rewarded. This may encourage the errant student to modify their behaviour. Planned ignoring/rapid distraction should be used where possible. Where this is not sufficient, the behaviour management system of Choice, Chance, Consequence (C1, C2, C3) must be implemented. At C3 the student should be asked to leave the room/ learning area and/or the Pastoral Team notified.
- C1 Choice - this is for low level disruption. At C1 the teacher puts the student's name on the board. A restorative chat should take place at the end of the lesson. The next lesson would be a fresh start. Examples of C1 behaviour include:
  - Low level disruption
  - Defiance
  - Off-task behaviour
  - Inappropriate language
  - Refusal to follow instructions
  - Preventing others from learning
  - Poor attitude
  - Lack of engagement

- C2 Chance - a C2 should be issued when poor behaviour is continuous, and students have not responded to a C1. At C2 the teacher should place a tick next to the student's name on the board. A restorative chat should take place at the end of the lesson. The next lesson would be a fresh start. Examples of C2 behaviour include:
  - Further refusal to follow instructions
  - Continuous inappropriate language/verbal abuse
  - Unsafe behaviour
  - Poor attitude
  - Continued lack of engagement
  - Defiance
- C3 Consequence - a C3 should be issued for behaviour that needs to be dealt with by the pastoral team. This should generally follow a C1 and C2 being issued, however, there may be times that, due to the severity of the behaviour, a C3 is issued without a C1 or C2. On these occasions the member of staff who has issued the C3 must make it very clear in their incident report why a C1 and C2 were not issued and provide details of de-escalation strategies employed. At C3 the student will be asked to stand outside the classroom or use the timeout area in the classroom and the pastoral team will be notified. The student must be accompanied by a member of staff if asked to leave the classroom. The pastoral team will make the decision to either return the student to their lesson if they are calm, or send the student to complete their work in the inclusion room. All students who have been asked to leave a lesson should be provided with a work pack from the teacher whose lesson they have been asked to leave. It is the teacher's responsibility to provide an appropriate work pack so that the student is able to complete their lesson in the inclusion room. Examples of C3 behaviour include:
  - Physical aggression
  - Verbal abuse to staff/peers
  - Fighting
  - Unsafe behaviour
  - Racism
  - Homophobia
  - Damage to property
  - Repeated defiance

## 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (see appendix 3 for a behaviour log) Al Glam Academy staff will undergo Team Teach training.

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

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

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### 8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will 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 will also 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 work with parents to create the plan and review it on a regular basis.

### 8.5 Recording an Incident

Behaviour incidents should be reflected through students' daily points. If a student received a C3 an incident report should be completed and the pastoral team will keep a log in the Consequences Book. When completing a report on a behaviour incident, it is important that staff give complete details of the incident, including time of day, lesson and location and indicate the A, B, C.

**A- Antecedent** (What was the trigger or if unclear, what was happening immediately before the incident took place?) E.g. the class were sitting a spelling test. AB said 'I don't want to do this test'

**B- Behaviour** (What did they do?) E.g. Staff attempted to de-escalate by reminding AB that we do tests every week and that they only take 10 minutes, after which he could have 10 minutes respite before moving on to the next task. AB tore up his book and threw it on the floor and called SY (staff) a 'stupid bitch'.

**C- Consequence** (What did you do?) E.g. the behaviour was reflected in AB's daily points. AB was asked to take 5 minutes time out at the back of the classroom which he refused. C3 issued and Pastoral Team notified. Following 10 minutes out of class, AB was able to return to class, stick his book back together and apologise to SY (staff). No further consequence required. Pastoral Team to complete PIL.

**Remember, if your report has been filled out correctly, a stranger reading it should be able to act it out.**

## **8.6 Post Incident Learning**

Where students have been given a C3 or been involved in a serious incident, a member of the pastoral team will complete a session of Post Incident Learning (PIL) with them. This will aim to examine the relationship between emotion and behaviour and look at what can be done differently next time. PIL sessions may also be used for repeated incidents of low-level behaviour. Where a pattern of behaviour continues despite PIL sessions taking place, the student will be referred to undergo an intervention to modify this behaviour.

## **9. Student transition**

*To ensure behaviour is continually monitored and the right support is in place, all Glam Academy staff have access to IEPs and student profiles including information related to student behaviour issues and appropriate strategies to manage these. This ensures that if students move form or subject groups, all teachers will have up-to-date information. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.*

## **10. Training**

Our staff are provided with training on managing behaviour including proper use of restraint as part of their induction process. This includes Team Teach training, and specific training around working with students with SEMH.

Behaviour Management will also form part of continuing professional development.

A staff training log can be found in Appendix 2.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Proprietor every academic year. At each review, the policy will be approved by the Director.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

## **Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

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

## Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

### Appendix 3: behaviour log

<b>Student's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	

**People informed of the incident (staff, parents, police)**

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## Appendix 4: letters to parents about student behaviour – templates

### First behaviour letter

Dear Parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our student code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date:

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

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Parent name:

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Parent signature:

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Date:

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## Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our student code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date:

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### **Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

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Parent name:

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Parent signature:

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Date:

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### Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the director, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name:

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Class teacher signature:

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Date:

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

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Parent name:

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Parent signature:

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Date:

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**After-school Restorative Learning letter**

Dear Parent,

I am writing to inform you that \_\_\_\_\_, has been given an after school restorative learning session on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Pastoral Officer name:

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Pastoral Officer signature:

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Date:

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**After school Restorative Learning letter**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

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Parent name:

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Parent signature:

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Date: \_\_\_\_\_