



## Glebe House School Behaviour Policy

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The policy review will be published on the website for current and prospective parents, governors and volunteers. It is available on the Glebe computer system for staff.

**Responsible  
person:**

Deputy Head

**Review cycle:**

1 year

## Introduction

This policy has regard for the Equality Act (2010), for *Working Together to Safeguard Children (2015)* and *KCSIE (September 2018)*, and should be read in conjunction with the school's anti-bullying and safeguarding policies. Non Statutory advice *Behaviour and Discipline in Schools (2016)* is also a useful source of guidance.

The following quotations from the National Curriculum Council document on **"Spiritual and Moral Development"** (April 1993) have been taken into account when planning our Behaviour Policy.

"Children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive habit. As they get older, pupils should come to an understanding of why rules are important, and should act upon them from conviction, rather than simply from fear of getting into trouble. Older pupils are more likely to feel a commitment to abiding by the values of the school if those values are openly and explicitly discussed with them. "

*"Values are inherent in teaching. Teachers are by the nature of their profession 'moral agents' who imply values by the way they address pupils and each other, the way they dress, the language they use and the effort they put into their work."*

*"Children are more likely to behave responsibly if they are given responsibility. But this can only be really effective in a community which gives that responsibility within a framework of clearly stated boundaries of acceptable behaviour and where teachers respond firmly and promptly to those pupils who exceed those boundaries."*

Signed by:

\_\_\_\_\_ Head

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

\_\_\_\_\_ Chair of governors

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

## 1. The Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, children, teachers, non-teaching staff, other adult helpers, parents and governors, based on a sense of community and shared values.
- To apply positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour and kindness by providing a system of rewards for children of all ages and abilities
- To develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour
- To encourage the children to take increasing responsibility for themselves and their behaviour and for the well-being and happiness of others

## 2. Principles

The academic, social and emotional development of each pupil is dependent upon the atmosphere created within the school. A behaviour policy helps to create an atmosphere where everyone knows the expectations of all involved in the school. It is important for teachers and other adults in school to be **consistent** and **fair** in their handling of pupils in order to provide a comfortable and secure environment. This is dependent upon mutual respect between teacher, pupils and parents. Teachers, non-teaching staff and other adult helpers are encouraged to approach the care of our children in a positive way, reinforcing the philosophy and ethos of the school and following the school's Behaviour Policy and Anti-Bullying Policy.

Positive behaviour will be discussed explicitly and reinforced during Assemblies, Form Times and PSHE lessons and as opportunities arise at other times in the school day. Implicit messages about behaviour will be picked up by children in the classrooms, at the oak tree, in the corridors and at playtime when they see how adults and other children react to each other and members of staff should always be aware that they are role models to the children.

At Glebe House School all adults involved within the school are responsible for and should have high expectations of the children.

The following points are worthy of consideration:

- Good behaviour has to be worked for, it does not simply happen
- Standards of work, respect and behaviour depend upon the example set by all adults in the community
- All members of the community should expect to give and receive respect
- Positive behaviour is to be promoted at all times.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. The success of a Behaviour Policy is tested not by the absence of problems but by how they are dealt with when they occur. (See Policy for Anti-Bullying)

Discipline and the development of self-discipline are achieved through a co-operative process involving pupils, staff and parents.

### 3. Glebe 'Five-a-day'

The whole school follows a set of rules, referred to in posters around the school, in lessons and in assemblies. They are:

*Always follow instructions straight away*

*Bullying is **NOT** OK!*

*Care for everyone and everything*

*Do your best and join in*

*Everyone is polite with good manners*

*When children are spoken to about their behaviour, given sanctions or parents spoken to in regard to poor behaviour, the Glebe 'Five-a-day' is the starting point for that conversation.*

### 4. Strategies

#### a) Liaison with parents, including transition arrangements

Parents receive information about the ethos of the school and its expectations regarding discipline before their children start at Glebe, during introductory meetings, in the Parents' Handbook and in the Parents' terms and conditions. Pupils have the opportunity to visit the school for a day before they join, and to spend the afternoon with their new Tutor and class in the term immediately preceding admission (Moving Up Afternoon) and this is also an opportunity for new and existing pupils to revisit behaviour expectations.

A good relationship between parents and school is essential. Parents should feel welcome at the school. They may have access to the staff at the beginning or end of the day (by appointment if more than a brief word is needed) and they are encouraged to communicate with staff through the home to school book/phone/email. Parents are encouraged to share concerns about home circumstances or medical matters which may affect their child's work or behaviour in school. Any discussions are held in confidence if desired or necessary.

### Rewards

#### b) Our system of rewards includes:

- Verbal praise and written praise for good work
- Stars for effort (more than achievement, although inevitably effort will often lead to high achievement) which are celebrated both in the classroom and in the House, where they add to the total achieved by the children in that House, with a cup awarded termly.
- Eagle Certificates at Bronze (25), Silver (50) and Gold (100) level to reward individual targets for stars.
- Annual subject and year group prizes
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's newsletter, which is widely circulated, so that the community can celebrate success.
- Two soft toys awarded in Friday's Assembly for Reception and Pre Prep pupils and celebrated in Monday's Assembly in front of the whole School
- A weekly Special Award in Monday's Assembly for Prep pupils
- Classroom competitions which build into termly awards

Glebe House School community of Governors, staff, parents and pupils adhere to an established routine, clear expectations and a code of conduct. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Opportunities in PSHEE and other lessons exist where children can understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is on our web site and in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, religious beliefs (or lack thereof) or sexual orientation or physical disability or learning difficulty.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

#### c) Sanctions

Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. The boundaries for what is considered to be acceptable behaviour at Glebe House School are made clear in the ***Glebe Five-a-Day***, by tutors and other members of staff, in PSHE lessons and in assemblies.

Minor breaches of discipline are generally dealt with by the tutor for that class, or the member of staff teaching the pupil or *on duty* when the problem occurs. The adult should deal with the problem in a caring, supportive and fair manner. Members of staff should listen to the child's explanation and must ensure that the child understands why the behaviour is unacceptable.

Generally, if a problem has arisen and been dealt with by another member of staff **the tutor for that child should be informed**. This should then be recorded on the child's **individual record**.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Throughout the school, a breach of the ***Glebe Five-a-Day*** may lead to a member of staff giving a Sanction Card to the child in question. These tend to not be used extensively in pre-prep but can be if the situation calls for it. The pupil will take the card to the Deputy Head (Prep) or a different class teacher (Pre-Prep) to discuss their behaviour. Teachers will email the Deputy Head to inform that a sanction card has been given. A record of the sanction will be made, with three sanctions in one term resulting in a missed playtime where the child will be given time to reflect on their behaviour. For Divisions 7 and 8, a detention may be used in place of the missed playtime. Sanction cards will also be recorded on the child's **individual record**.

Other sanctions which may be used include a verbal reprimand and reminder of expected behaviour, moving to sit alone for a short period of time, letters of apology, loss of responsibility or being sent to the Deputy Head.

A Prep child may be sent to the Deputy Head, but it is more desirable that the child should be escorted or the senior member of staff summoned as appropriate.

For serious breaches of the ***Glebe Five-a-Day*** a Behaviour Sheet should be filled in by the child and member of staff concerned (see Appendices). A Prep child will then discuss the behaviour sheet with the Deputy Head and the parents will be contacted. In Pre-Prep, the class teachers will manage the Behaviour Sheet Process and email the Deputy Head for them to be recorded. Behaviour sheets will be recorded in a folder and on the child's personal file. Behaviour sheets will also be recorded on the child's individual record.

#### d) Physical restraint

Any use of physical restraint must be by reasonable and non-injurious means; it may only be used when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and always recorded in writing. Physical restraint should be used only as a last resort only in situations where injury to a pupil, staff or others is highly likely or where substantial damage to property appears inevitable. Any restraint should be measured and controlled, for a limited

duration and minimum required to avoid the above. Any physical restraint action taken by staff or others in position of responsibility within the school must be reported **immediately** to the SMT, the parents must be informed the same day and a written incident report completed (copies to Tutors) within 24 hours.

It is not realistic to suggest teachers should never touch pupils; they, and other staff in the school, have the right to use reasonable force to control or restrain pupils in certain circumstances, for example:

To prevent a pupil from

- Committing a criminal offence
- Injuring themselves or others
- Damaging property, including their own
- Behaving in a way which is prejudicial to the good discipline and order of the school, whether in the classroom or elsewhere where the member of staff has lawful care of a pupil

Although there is no legal definition of what constitutes “reasonable force” the degree of force must be in proportion to the incident and the minimum to achieve the desired results. It should not, therefore, be used to prevent a trivial misdemeanour.

Examples of situations where “reasonable force” might be justified include:

- Violent behaviour by a pupil, such as fighting or attacking a member of staff or another pupil
- Acts of vandalism
- Behaviour by a pupil, such as rough play, the misuse of objects or running in corridors,
- which is likely to cause personal injury or damage property
- Refusal by a disruptive pupil to leave the classroom.

Members of staff should exercise great caution in the use of force and always try to use other means to resolve the situation. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property. Staff should not act in any way that might cause pain or injury e.g. by striking, holding a pupil around the neck or pulling hair or ears in any way. As always, any physical contact with a child that could in any way be construed as being indecent or in a private area is inappropriate in any situation.

See Appendix A for further guidance.

- A record of all such incidents will be kept and will include:
- The names of pupils involved, any witnesses, together with where and when the incident took place
- The reason why the use of force was necessary
- A description of the incident, including the steps taken to calm the situation before force was deemed to be necessary and the nature of the force used
- The pupil’s response
- The outcome of the incident
- Details of any injury suffered by any of the parties or damage to property.

#### e) Corporal Punishment

Glebe adheres to the policy that corporal punishment, both its use and the threat of it, is prohibited at all times whether or not within the school premises. Physical contact, or the threat of it, which is deliberately intended to punish a pupil or to cause pain or humiliation is never acceptable.

#### f) Behaviour Modification programme

If poor behaviour is persistent and does not respond to the above, the Head will be informed and Parents will be involved at the earliest possible stage. Children may then be placed on a daily or weekly report system to monitor their behaviour with parents’ support. A record should be kept on their personal file. The anti-bullying policy and procedures may also be invoked if appropriate.

Alternatively, if it is felt appropriate, the Head of Learning Support may be asked to help to provide extra support, assessment, monitoring and review in accordance with the government recommendations. The extra support would be a behaviour modification programme to target specific behaviour problems with the emphasis on rewarding positive behaviour and encouraging children to take responsibility for their own behaviour.

If necessary, an outside agency may be recommended: e.g. a child psychologist, behavioural therapist or family counsellor.

g) Major breaches of discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Deputy Head or the Head, who will deal with it severely, particularly if the problem keeps recurring. Again, the anti-bullying policy and procedures may also be invoked if appropriate.

The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage, each stage is recorded.

An accrual of numerous sanction cards and behaviour sheets for one child may also accumulate to being a major breach of discipline.

## **5. Procedure for dealing with Major Breaches of Discipline**

- A verbal warning from the Head or Deputy Head as to future conduct.
- Withdrawal from the classroom for the rest of the day and a phone call to parents informing them of the problem.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then temporary suspension procedures are implemented after consultation with the Board of Governors
- A case conference involving parents and support agencies
- Permanent exclusion, in line with the exclusion statement and after consultation with the Board of Governors
- Parents have the right of appeal to the Board of Governors against any decision to permanently exclude

**N.B.** A very serious problem may result in the normal procedure being abandoned and a child being temporarily suspended immediately.

Please also refer to the current version of the "Glebe Terms and Conditions" for parents.

h)

School staff can search a pupil for any item if he or she agrees, although the ability to consent may be influenced by the child's age or other factors.

The Headmaster and other authorised staff can also search for possessions without consent where they have reasonable grounds for suspecting the pupil may have a prohibited item from the list below:

knives or weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the member of staff 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 pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Further information regarding statutory guidance on searching of pupils is available in the DfE 'Searching, Screening and Confiscation – advice for headteachers' document.

**By following the behaviour policy carefully and thoroughly, good behaviour expectations will be embedded in the life of the school. Consistency is key – for all adults, children and stakeholders involved.**



## **APPENDIX A – REASONABLE FORCE**

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.
- the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.

### **Practical considerations**

Before intervening physically, a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues, or where necessary phone the Police. The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

### **Application of Force**

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pushing;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or, (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Teachers should always try to deal with a situation through other strategies before using force. All teachers need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation. Advice about this will be included in the draft guidance on pupil behaviour and discipline policies referred to in paragraph 3. In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils. It should never be used as a substitute for good behavioural management.

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## Sanction Card



**You will be told where to take this card.**

Name of child:

Date:

Date and time of incident:

**The 'Glebe Five-a-Day' that I did not follow was (circle all that apply):**

*Always follow instructions straight away*

*Bullying is **NOT** OK!*

*Care for everyone and everything*

*Do your best and join in*

*Everyone is polite with good manners*

What happened:

What I should do next time:

How can I make things better?

Signed:

Pupil:

DH/Member of staff: