

The GLC Behaviour and Relationships Policy

[Primary]

This Policy was ratified by the Board of Directors on :	Summer 2026
This Policy will be reviewed by the GLC Board on :	Summer 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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The GLC Behaviour Policy [Primary]

Section 1: Introduction: Aims and Purpose

The GLC Behaviour and Relationships Policy sets out strategies to ensure a calm, respectful, orderly environment that supports the GLC's Mission Statement across all aspects of school life, including for vulnerable groups. All staff foster a positive and respectful culture so that everyone feels safe, belongs and maintains high expectations for all pupils to thrive.

High quality inclusive teaching remains the highest priority for all staff. Staff will have highest expectations, consistently insisting that pupils 'improve upon their best' and take pride in themselves and their work. All staff will 'make the weather' in each lesson and across the academy by teaching in a way that demonstrates their passion for teaching and learning, actively fostering strong relationships, and facilitating participation and independence by pupils.

Pupils will be rewarded in accordance with the Behaviour & Relationships Policy, and successes praised and celebrated on a consistent basis. Staff, parents and pupils will work together to ensure pupils understand and can uphold the GLC values and take responsibility for their actions and decisions, understanding the impact this can have on their lives and those around them. The GLC will continue to focus on celebrating the pupils who consistently adhere to the GLC Values and who personify the attitudes and expectations of the GLC.

In alignment with our core value of compassion, The GLC recognises that behaviour is often a form of communication, signaling difficulties that may be beyond a child's immediate control. When a pupil struggles, we take an analytical approach to identify underlying barriers. This is managed through the graduated response (Assess, Plan, Do, Review), ensuring we move beyond surface actions to support the whole child. We aim to build resilience and responsibility. Wherever possible we will, as far as possible, anticipate likely triggers and put in place support to prevent these. We provide the right tools for self-regulation, while maintaining high aspirations for every learner, regardless of their starting point.

Pupils not meeting The GLC expectations will have a range of consequences, outlined later in this policy. Clearly defined consequences are applied consistently and fairly where pupils do not meet GLC expectations.

This policy has been written in line with the legal duties under the Equality Act 2010, in respect of safeguarding and of pupils with special education needs and disability.

Supporting policies:

- GLC Teaching and Learning Policy
- GLC Positive Handling Policy
- GLC Suspensions and Permanent Exclusions Policy
- GLC Attendance Policy
- GLC Anti-Bullying Policy
- GLC Complaints Policy
- GLC Curriculum Policy
- GLC Safeguarding Policy
- GLC SEN and Disability Policy
- GLC Searching, Screening and Confiscation Policy

- GLC Online Safety Policy
- GLC Staff Code of Conduct Policy

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education [DfE] on:

- Behaviour in schools: Advice for headteachers and school staff 2024;
- Searching, screening and confiscation: Advice for schools 2022;
- The Equality Act 2010;
- Keeping Children Safe in Education;
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024;
- Use of reasonable force in schools;
- Supporting pupils with medical conditions at school ;
- Special Educational Needs and Disability [SEND] Code of Practice.

1.1 The GLC Motto, Mission and Values

At the Gateway Learning Community, we believe that ‘making the weather’ and a positive learning environment gives pupils the best possible chances of achieving high outcomes and to consistently ‘improve upon our best’ in a diverse, truly fair and equal community.

1.2 Teaching, Learning and Behaviour

At the heart of our approach is the conviction that excellent teaching is the most effective form of behaviour management. We believe that when our codified pedagogical framework—comprising our Pedagogy Wheel, Signature Strategies, and Rigorous Routines—is applied with unwavering consistency, we create the optimal conditions for both academic success and emotional regulation. By ensuring these approaches are universal, we provide a safe and predictable learning environment where pupils feel secure in their surroundings. This consistency significantly reduces cognitive load, as pupils do not have to expend mental energy navigating different expectations in different classrooms; instead, they are free to focus entirely on their learning. When a pupil's environment is stable and their routines are certain, they are better equipped to thrive both socially and academically.

The following teaching and learning granular steps provide this calm, consistent and predictable environment for learning:

Steplab Core Step: Create Culture, Goal: Establish routines		
Granular Step	How?	Steplab link
Insist on attention before giving instructions	“Everyone tracking me in 3,2,1 - Dojo for Lucy”	https://steplab.co/learn/share-step/REh-blwns4me/NOgt6k2zxbh0/XGe8tbwnvtqw/Insist-on-attention-before-giving-instructions
Insist on 100%	Ensure your routine has a clear point at which you expect pupils to have met expectations: "Pens down in 3, 2, 1." At "1", scan the room and ensure that every	https://steplab.co/learn/share-step/REh-blwns4me/NOpy_rm3wc0m/XGe8tbwnvtqw/Insist-on-100

	single pupil complies with the attention signal expectations Use of silent signals to gain attention and follow key transition: - A raised hand indicates that pupils should stop what they are doing and quietly listen to the adult; - A silent finger count '1,2,3' prompts a smooth transition from the carpet to seats and back again; - MTYT [My Turn Your Turn] when rehearsing new vocabulary; - TTYP [Talk To Your Partner].	
Scan effectively	Stand in a front corner of the room to maximise your view of all pupils. Scan the room purposefully and exaggeratedly as pupils execute the routine. Rest your eyes on each pupil and actively check they have complied with your expectations	https://steplab.co/learn/share-step/REh-blwns4me/NOOffnhy9lf1b/XGe8tbwnvtqw/Scan-effectively
Publicly narrate met expectations	Praise pupils meeting expectations with 'Dojos'. Do this publicly, This reminds pupils what you are looking for and encourages others to meet expectations.	https://steplab.co/learn/share-step/REh-blwns4me/NOzmsfy3so6a/XGe8tbwnvtqw/Publicly-narrate-met-expectations
Keep time limits tight and visible	Insist on tight time limits. Use a visible timer to display how much time pupils have remaining to execute the routine or task. "You have 30 seconds, go!"	https://steplab.co/learn/share-step/REh-blwns4me/NO1imdvr4zi8/XGe8tbwnvtqw/Keep-time-limits-tight-and-visible
Steplab Core Step: Secure attention, Goal: Use Choral Response		
My Turn, Your Turn [I say, you say [Steplab]	Provide opportunities for pupils to recite key ideas and vocabulary. Praise pupils for their contributions and demonstrate pride in their participation to reinforce a culture of 100% engagement, eg., "Well done team, I love the projection this morning" Reward dojos to praise and reward specific pupils for their choral response [excellent volume & clarity] "Dojo for child ??"	https://steplab.co/learn/share-step/REh-blwns4me/NOd6kkezibog/XGoykgigfylq/I-say-you-say

Steplab Core Step: Drive thought, Goal: Use paired talk		
Establish and rehearse paired talk routines	When required, provide opportunities for pupils to 'think' before talking to a partner If you want pupils to recall information, use "Partner A, tell Partner B..." "Partner B, tell Partner A..." If you want a more general discussion in response to a question, use paired talk [use non-verbal cues - hands: close gate] Keep paired talk pacy - generally this will be no longer than 10 seconds for short responses and 1 minute for more detailed discussion - no longer Make sure pupils in your class know who is partner A/B is all lessons [including PE] Get pupils' attention back by saying "Everyone tracking, in 3-2-1...dojo for ??"	https://steplab.co/learn/share-step/REh-blwns4me/NO2bpjqfq11j/XGmc7dzufi9q/Establish-and-rehearse-paired-talk-routines
Steplab Core Step: Gather & Give Feedback, Goal: Check whole class understanding		
Design efficient assessments	Explicitly teach pupils how to use show-me boards, step by step...practise/praise - 'Dojo for ??... Be consistent with the use of show me boards following the agreed approach: Question - Think - Answer [Hover] - '3/2/1 Show!' Ensure show-me boards are lifted below the chin with 2 hands [not all at different heights] - precision Use show me boards for when you want a quick & short response - keep response time short [ie: 15 seconds] Use 3,2,1 - show fingers [Rock, paper, scissors]	https://steplab.co/learn/share-step/REh-blwns4me/NOpu_my3uga2/XGa5u_4xvhat/Design-efficient-assessments

1.3 Creating good order in the classroom and in and around the academy

All staff are responsible for upholding the motto, mission and values of the GLC. There is a programme of professional development throughout the academic year that incorporates behaviour management training for existing and new staff. In order to create effective learning and working environments, all staff are expected to fully and consistently support the Teaching and Learning and Behaviour Policies in their day-to-day working to ensure good behaviour for learning. As such, we expect that all staff:

- Ensure that the Learning Zone system is implemented fairly, consistently and without bias;
- Determine within the framework of this policy, at what point to intervene with pupils who are not meeting expectations, moving them through the learning zones;

- Ensure that all incidents are reported promptly using the agreed systems;
- Avoid 'threatening' a consequence or sanction that you cannot carry out;
- Avoid giving sanctions for a whole class for the offence of one or a few;

By adhering to this, pupils contribute to a harmonious, responsible and productive learning environment, fostering a positive atmosphere for all members of the academy community.

Outside of the academic day, pupils are allowed to remain on the academy site only for the following activities:

- Additional study in allocated areas;
- Academy extra-curricular clubs;
- Academy events if participating or invited to watch;
- Under the specific direction of a member of staff;
- Detentions;
- Attending the Library;
- Other sanctioned activities.

The GLC will not take responsibility for any unauthorised access to an academy site.

OUR GLC CORE VALUES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather.'



Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.



Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.



Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best.'



OUR GLC COMPETENCIES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

Communication

The ability to express thoughts and feelings confidently in a range of media and forms.



Curiosity

The ability to ask questions and explore how the world works better.



Critical Thinking

The ability to generate new ideas and to apply them in practice.



Creativity

The ability to analyse information and ideas and to form reasoned arguments and judgements.



1.4 Rights and Responsibilities

To ensure this policy has an impact and achieves the aims, the GLC insists that all stakeholders adhere to the following rights and responsibilities on site, off site and including on-line.

Each GLC academy asserts its right to:

- Use its statutory power and implement the GLC's Behaviour & Relationships Policy proportionately, fairly and consistently;
- Maintain a calm, respectful, orderly environment that safeguards the whole school community which includes parents, carers and family members.

Violent or threatening behaviour will not be tolerated.

Each GLC academy is responsible for:

- Communicating clear measures and routines to support good order, respect and discipline;
- Supporting and training staff to:
 - o Ensure that any poor behaviour is challenged and does not prevent learning;
 - o Explicitly teach and model the expected behaviours;
 - o Recognise and address any incidents of bullying, discrimination, violence or harassment.
- Providing appropriate training for all GLC staff [including focused on vulnerable groups, and identifying where further support is needed. This includes a clear induction for new staff regarding the academy's culture to ensure they understand its expectations, and routines, and how best to support all pupils to reach their potential];
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them,
- Building positive and respectful relationships with parents/carers and pupils, working together to celebrate positives and address behaviour that does not meet expectations;
- Supporting the admission and transition of pupils with parents, pupils and other agencies.

Every staff member at a GLC academy is responsible for:

- Ensuring that all related policies are implemented with precision and relentless consistency to create a calm, respectful, orderly environment for pupils
- Modelling and teach expected behaviour and foster positive relationships through making the weather;
- Making reasonable adjustments and adaptations when considering pupils' needs, challenges and barriers, while maintaining high expectations for what all pupils can achieve
- Recording behaviour incidents promptly, evaluating and adapting provision using the agreed systems;
- Working with parents and pupils to communicate expectations about behaviour and foster strong partnerships between home and school;
- Seek further support and implement advice from phase leads, inclusion staff, senior leaders, SENDCo and other agencies.

Every child who attends a GLC academy has the right to:

- Be taught in environments that are safe, respectful, conducive to learning and free from disruption;
- Be taught how to meet the GLC motto, mission and values. This includes how to study effectively, develop independence and build their resilience;
- Be confident about reporting any incident and expect appropriate action from their GLC academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.

Every child who attends a GLC academy is responsible for:

- Adhering to, promoting and demonstrating the GLC motto, mission and values;
- Demonstrating behaviour that enables a calm, respectful and orderly environment for all stakeholders;
- Following instructions and GLC expectations, accepting consequences in an appropriate way;
- Being in school, on time and equipped for learning;
- Being committed to their learning - completing classwork and home learning to a high standard and attending additional learning periods where needed;
- Using electronic devices appropriately and responsibly following the GLC motto, mission and values;

Every parent / carer who has a child at a GLC academy has the right to:

- Be kept informed about their child's progress, including issues relating to their behaviour [subject to any GDPR restrictions]
- Expect their children to be taught in a calm, respectful and orderly environment;
- Have the opportunity to play an active part in the life of the GLC and their academy;
- Have any complaint they make about their child taken seriously by their GLC academy and investigated/resolved as necessary;
- Be supported with strategies and engagement with external agencies in order to manage their child's behaviour as necessary.

Every parent / carer who has a child at a GLC academy is responsible for:

- Respecting and supporting the GLC's motto, mission and values;
- Informing the academy of any change in circumstances which may impact on their child's progress and/or behaviour and actively engaging with the support offered;
- Playing an active part in the life of the GLC and always setting the best example possible, including being a good role model;
- Discussing any behavioural concerns with the appropriate member of staff promptly and take the necessary action at home to support their child to meet the GLC's expectations, including supporting their child to take accountability for their actions;
- Ensuring their child is in school, on time and equipped for learning;
- Ensuring their child is committed to their learning - completing their home learning to a high standard and attending additional learning periods as needed;
- Attending meetings with GLC staff and other agencies, if requested, to discuss their child's progress, attendance and/or behaviour;
- Adhering to the terms of any contracts, Support plan, the GLC Home-Academy Contract or order relating to their child's behaviour;
- Ensuring their child uses their electronic devices appropriately and responsibly, including actively monitoring what their child is accessing, posting and receiving.

1.5 Pupils with Vulnerabilities, including Special Education Needs and/ or Disability [SEND]

The GLC recognises that pupils' behaviour may be impacted by a special educational need or disability [SEND], or those who may face other barriers to their learning and/or well-being.

When dealing with breaches of GLC values from pupils with additional barriers, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned - this will include reasonable adjustments made for the pupil, as detailed on their plan or tracker.

1.6 Pupils with an Education, Health and Care Plan [EHCP]

EHC plans define the provisions that must be implemented, in co-operation with the local authority and other bodies. These must be reviewed and evaluated at least yearly, or where further difficulties have arisen. The GLC will work from our own plans and updates to ensure that EHCPs are live and relevant in securing daily provision.

If the school has a significant concern, for instance risk of suspension or permanent exclusion, about the behaviour of a pupil with an EHC plan, it will contact the local authority to secure alternative provision that best meets the pupils needs.

1.7 Reinforcing positive behaviours, the 5:1 ratio and responding to negative behaviours

No one wants to spend time in a negative environment. When teachers find ways to highlight pupil success, they encourage the individual they are celebrating and show the group what is possible and expected. We utilise a 5:1 ratio of positive to negative interactions to ensure that the emotional bank account of every pupil remains in credit. By consistently seeking out five opportunities to reinforce positive conduct for every one corrective intervention, staff foster a supportive atmosphere that encourages pupils to take risks and follow our routines with confidence. To create a positive culture, show pupils that the group is on track and is creating great work. Teachers can do this in several ways:

Steplab Core Step: Create Culture, Goal: Reinforce positive behaviours		
Granular Step	How?	Steplab link
Communicate clear expectations	Deliver clear expectations for key moments in a lesson to build positive learning habits. E.g., at the start of tasks, all pupils are expected to be writing. During independent work, all pupils are silent. Clarity makes acknowledging effort and achievement easier and more effective	https://steplab.co/learn/share-step/REh-blwns4me/NOu8zbvi1qrh/XGy1fb0xics9/Communicate-clear-expectations
Praise with	Use non-verbal gestures to praise	https://steplab.co/learn/share-step/

non-verbals	productive behaviour (smile, thumbs up, tick on a tick board to celebrate effort or to remind pupils what they need to do point to your eyes then to the speaker to remind them to track	REh-blwns4me/NO9gio52x_0r/XGy1fb0xics9/Praise-with-non-verbals
Narrate hard work and effort	Recognise individuals or areas of the room that are meeting expectations. "Thank you Jemila for starting straight away" or "I have 100% of pens moving on the window side"	https://steplab.co/learn/share-step/REh-blwns4me/NOds24_8quaq/XGy1fb0xics9/Narrate-hard-work-and-effort
Circulate for praise	Circulate as pupils are completing work to look for excellent examples of pupil effort to acknowledge with the class. Record the pupil name or photograph the work to facilitate sharing	https://steplab.co/learn/share-step/REh-blwns4me/NO6mk7vtn4b7/XGy1fb0xics9/Circulate-for-praise
Narrate links between class and school reward system	Narrate links between class and school reward systems. Link the classroom reward systems to the school reward systems to celebrate pupils that meet expectations. "Five effort ticks on the board is a merit. I'm excited to give lots of merits today!"	https://steplab.co/learn/share-step/REh-blwns4me/NO_bf234jykc/XGy1fb0xics9/Narrate-links-between-class-and-school-reward-systems

We can expect a degree of off-task behaviour in the classroom at times. If we can get pupils back on track while remaining positive, we can make behaviour management feel light touch, for them and us. To respond positively to inattention and low-level disruption, give limited corrections and emphasise what is going well whenever possible.

There are many techniques teachers can use to achieve this. Teachers can:

Steplab Core Step: Create Culture, Goal: Respond to negative behaviours		
Granular Step	How?	Steplab link
Use proximity	Stand near a pupil who does not immediately comply with instructions. Don't necessarily engage with them; the purpose is to make it clear that you are aware of their behaviour	https://steplab.co/learn/share-step/REh-blwns4me/NOa_4jgq_s_z/XGyx_9003pua/Use-proximity
Use non-verbal corrections	Use non-verbal cues to effectively respond to non-compliance, e.g., gain eye contact and then raise your palm upwards to remind a pupil to correct their	https://steplab.co/learn/share-step/REh-blwns4me/NOvb1ll4y28r/XGyx_9003pua/Use-non-verbal-corrections

	posture	
Give anonymous public corrections	Use quick, anonymous public corrections to prevent escalating behaviour issues. Watch for compliance and acknowledge when pupils meet expectations: "I need two pupils tracking the board... [watch for compliance... nod head]", "I have 90% of eyes... [watch for compliance]."	https://steplab.co/learn/share-step/REh-blwns4me/NOndpn4ymIw/XGyx_9003pua/Give-anonymous-public-corrections
Use rapid public corrections	Describe what the pupil is doing incorrectly: "Toby, you're calling out...", direct them to a more productive behaviour and thank the pupil when they comply: "Hands up to contribute, thanks."	https://steplab.co/learn/share-step/REh-blwns4me/NOhpbxpcyv0/XGyx_9003pua/Use-rapid-public-corrections
Give private corrections	Keep corrective conversations private to prevent behaviour escalating. E.g., once all pupils are working, go to crouch down next to the relevant pupil and have a private conversation. "Amina, when I am talking, I need you silent so that you understand what to do next. You listened so well last lesson, and I know you're really keen to do your best this semester, so let's keep that good focus up."	https://steplab.co/learn/share-step/REh-blwns4me/NOgldmtpeyv0/XGyx_9003pua/Give-private-corrections
Use whole-class reset.	Reset all pupils when poor behaviour is sufficiently widespread. E.g., "Some people have forgotten that we don't talk during silent work time. This gives us all the time and space needed to think and learn. We're going to re-start silent work time: all pens will be moving within 5 seconds and all mouths will be closed. I'm looking forward to seeing your focus."	https://steplab.co/learn/share-step/REh-blwns4me/NOykk54qbtm/XGyx_9003pua/Use-a-whole-class-reset

1.8 Definitions

GLC Core Values				GLC Competencies			
							

Breaches of the GLC Motto, Mission and Values are defined as:

- Disruption in lessons, in corridors between lessons, at break, lunchtime, before and after school [including on site, off site and online];
- Non-completion of classwork, homework and additional learning periods;
- Not adhering to the GLC values [including on site, off site and on line];
- Incorrect uniform/ missing equipment;
- Possession of specific banned items.
- Pupils use of mobile phones is prohibited at all places and times on the academy site. Mobile phones should never be used, seen or heard in the academy.

Serious breaches of the GLC Motto, Mission and Values are defined as:

- Repeated breach of expectations [as documented above];
- Any form of bullying [including on site, off site and online];
- Use of mobile phones and other electronic devices including air pods to access and/or post inappropriate content on line. This also includes recording staff and/or pupils without permission.
- Sexual violence, such as rape, assault by penetration, or sexual assault [intentional sexual touching without consent] [including on site and off site];
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes or taunting, physical behaviour such as interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages [including on social media], sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content [including on site, off site and on line];
- Racist, sexist, homophobic or discriminatory behaviour [including on site, off site and online];
- Vandalism, theft, fighting, smoking [including on site, off site and online];
- Possession of any prohibited items. These include: knives and weapons; alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and 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 pupil] [including on site, off site and online];
- Possession of specific banned items.
- Violent or threatening behaviour.

The GLC Learning Zone

The learning zone is the optimum state for effective learning where pupils are fully engaged, motivated, co-operative and adhering fully to the GLC core values and competencies. The key aim is that the pupil will demonstrate learning behaviours that enable them to stay in the learning zone, exceed expectations or to take responsibility for and address any behaviour that does not meet expectations which will enable them to return to the Learning Zone.

The Learning Zones poster is displayed in every GLC primary classroom and is a key resource for maintaining pupils' understanding of the GLC's expectations. Every pupil will have a name sticker or photograph that will start each day in the heart of the target: the learning zone. Pupil names or photographs will be moved to the different bands on the target according to their learning behaviour. Combining explicit direction and feedback with verbal and visual aids is key to teaching pupils effective learning behaviours. The graduated use of zones and additional staff give the space and support needed for pupils to self-reflect on their learning and behaviour, and find solutions to regulate and re-engage.

If a pupil is not being successful in the Learning Zone, they will receive a verbal/non-verbal signal as a warning by the teacher and they will employ a range of engagement strategies to help the pupil to improve their behaviour.

Section 2: Rewards

Please refer to the tables on pages 12 and 13 for further information on how The GLC uses rewards in line with StepLab.

2.1 Rewards and praise

At the GLC we identify and praise pupils who demonstrate good learning behaviour and our core values through a system of rewards that recognises success and promotes positive behaviour and engagement. Good practice suggests that there should be 5 positive comments for every negative comment.

2.2 General Praise

All adults will use 'praise phrases' to engage and reward good learning behaviour which in turn will help other pupils to appreciate and recognise expected behaviours. All adults should use the core values to frame interactions and communicate praise to parents/carers through a phone call or dojo message.

2.3 Rewards Systems

Each GLC primary academy will devise its own reward system based on the following structure:

Class Based Rewards may include:

- Verbal praise from adults;
- Awarding competency, core value and Star Zone rewards;

Academy Based Rewards may include:

- Presentation of certificates;
- Display of exemplary work;
- Pupil of the Week [linked to core values];
- Star of the Week [linked to academic progress];
- Star of the Year;
- Reading Hall of Fame;

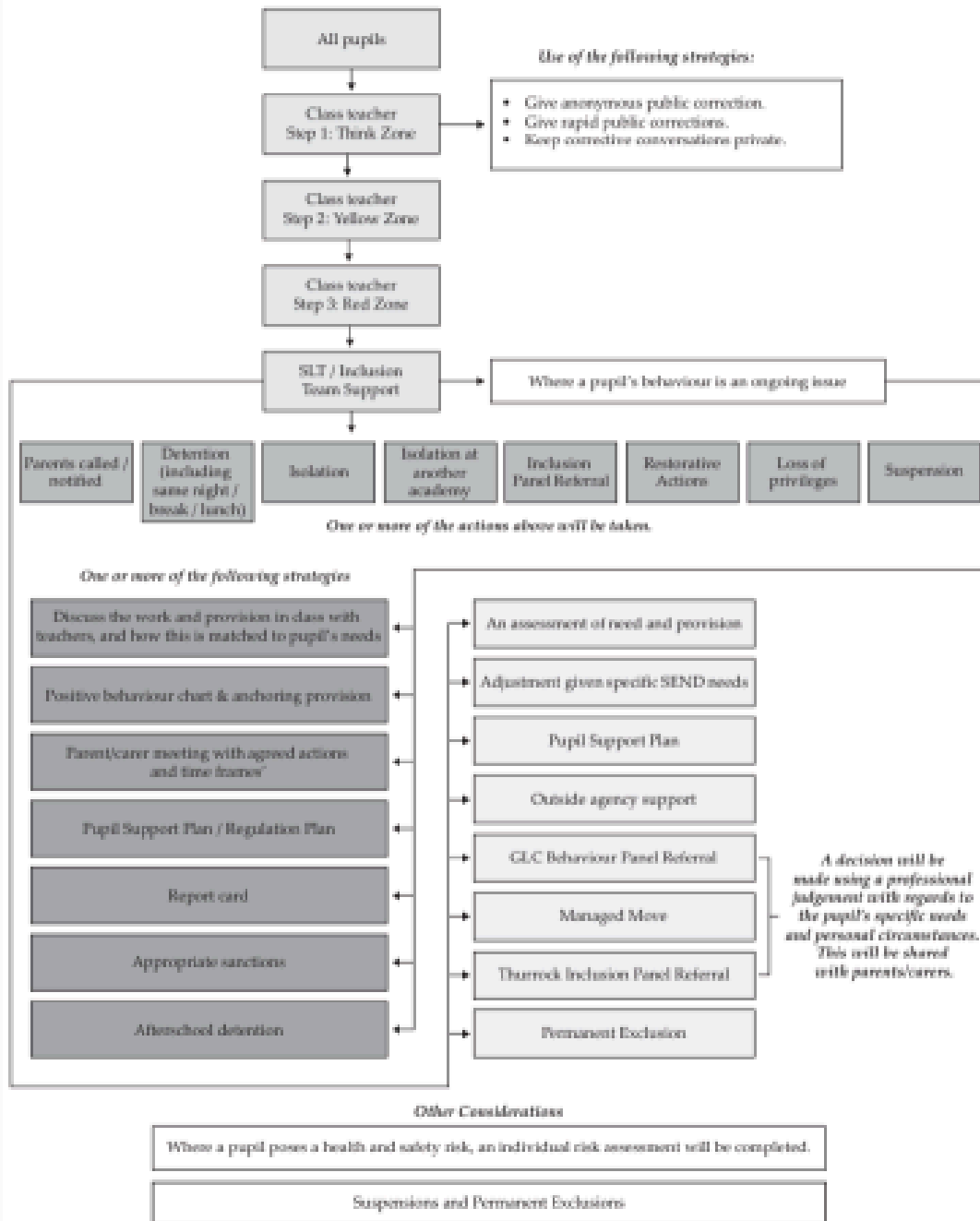
Communicating success with parents may include:

- Inviting parents to attend a presentation assembly;
- A letter, certificate, phone call or dojo message home;

GLC-wide rewards:

- Annually the GLC holds an awards ceremony to recognise a range of achievements both personal and academic;
- Badges for holding a pupil leadership responsibility;

Consequences and Support Sequence



Section 3: Consequences for breaching the Motto, Mission or Core Values

3.1 Think Zone

Think Zone is a low-level intervention that should not stop the flow of learning, it gives the pupil an opportunity to reflect on and correct a behaviour that is not consistent with the core values. Pupils will be given a reminder with explicit feedback on how to return to the learning zone, using consistent positive instructional language. Pupil names or photographs will be moved to the Think Zone in the first instance and ask them to consider the consequences for their choices.

Strategies might include:

- A quiet word;
- A resource to help focus on their learning;
- A direct question;
- Additional support from an adult or peer.

3.2 Yellow Zone

If the negative learning behaviour continues, and the pupil does not respond to the reminders and direct instructions given, their name or photograph will be moved to the Yellow Zone. This will mean the pupil will be sent to the partner class or specific area within the classroom, with class-based work and a timer, to reflect on their behaviour and given firm direction, support and strategies to return to the Learning Zone. The incident will be recorded on CPOMS and monitored by the inclusion team/ SLT. When the pupil returns to their classroom, they will be welcomed back, given a fresh start and be supported with their learning. Repeated yellow zones [three or more a week or two or more in a day] will result in a detention [breaktime, lunch time or after school where appropriate], with the time and location dependent on the age, stage or circumstances.

3.3 Red Zone

Continued disruption to learning or a serious breach of the GLC values [including hurting another pupil] will result in the pupil being 'moved' to the red zone. The class teacher will call for a Red Zone to be completed and a member of inclusion or SLT will provide support. The pupil will then be collected from their class and taken to a designated space to complete a Red Zone for a time that is dependent upon their age, stage and circumstances.

Following a red zone, staff will determine whether a missed break, lunch or after school detention is required to catch up on work missed and complete a reflection sheet. Repeated red zones [two or more a week] will result in a detention [breaktime, lunch time or after school where appropriate], with the time and location dependent on the age, stage or circumstances.

Parents/carers will be informed as soon as possible, using academy agreed communication.

Each class has a method to call for assistance if it is required in the classroom. During the time in Red Zone staff will work with the pupil/s to support their regulation and ability to return to their learning.

- On return to the classroom, positive action must be taken to support the pupil's return to the Learning Zone. The teacher or LSA is to greet the pupil and give them the time or resources needed to access the learning;
- The incident will be recorded on CPOMS;
- Use of Red Zone is monitored by the inclusion team and the Deputy Head;
- Additional factors are taken into account before deciding on the next course of action [for example, if there are additional needs then a support plan may already be in place, a regulation plan may be necessary];

Red Zone data is collected each half term by the inclusion lead and shared with staff, SLT and directors. It is analysed at trust and academy level to identify patterns, inform next steps and identify where adaptations or further provision is required.

3.4 Positive Behaviour Chart & Anchoring

A positive behaviour chart is used to support a pupil, key staff and their families to identify where improvements can be made across the school day in order to meet the GLC expectations and promote a respectful and orderly environment. It will be put in place when a pupil has been referred to the yellow zone repeatedly.

Parents will be informed their child is on a chart and will be expected to attend a scheduled 3 week review. All pupils who have a positive behaviour chart will be receiving anchoring. Wider provision will be adapted where needed. Key staff will agree measurable and achievable targets with the pupil and will discuss strategies for success. The class teacher will provide comments against the targets ranking 1-3 per session throughout the day. If pupils receive a 2, they will miss 5 minutes from the next break or lunch. If pupils receive a 1, they miss their break or lunchtime that day. During this time, an appropriate member of staff will lead a restorative conversation with the intention to get the pupil on track for the next session.

At the point of review, next steps and actions will be decided, such as: a regulation plan and/or pupil support plan being completed; a parent contract; an escalation to a report card.

Report Card:

If a pupil consistently fails to meet the academy's expectations, a pupil will be placed on a report card with up to 3 identified targets. Parents are expected to attend a report card meeting where expectations of all stakeholders are clearly established. Whilst on report, pupils' attendance on trips will be considered and a risk assessment completed. They are not able to represent the school in events/ matches or clubs. Pupils will take ownership of the card to ensure it is signed at various points throughout the school day. At the end of the day, it must be shown to a member of the school's senior leadership team to be signed. Parents are expected to acknowledge the card via Dojo or by signing at collection each school day.

Parent contracts:

The GLC acknowledges that parents play a pivotal role in pupils being able to manage their own emotions and resolving conflict with others. As part of this, there may be times where parents are expected to engage with supportive measures to improve pupil attitudes at school and at home. Expectations for families will be clearly outlined in a parent contract with the intended impact. Examples of this may be: referrals to the family hub; early help; engagement at parent support groups; collection at the end of the school day.

3.5 Pupil Plans - Regulation Plans and Pupil Support Plans

For pupils who face significant challenges in regulating their emotions and behaviour—despite universal strategies—the Academy will implement tailored support to teach appropriate self-regulation and ensure a consistent staff response. Regulation plans capture this; they are a proactive, personalised strategy developed in collaboration with staff, parents/carers, and the pupil. These plans are designed to:

- **Identify Triggers:** Recognise early signs of dysregulation.
- **Direct Intervention:** Advise on specific strategies to return the pupil to a calm, focused state.
- **Standardise Communication:** Outline successful key phrases and scripts unique to that pupil.

While the GLC maintains an expectation of a calm, respectful environment where violent behaviour is not tolerated, we recognise our **statutory duties** under the Equality Act. Where a pupil's SEND impacts their

conduct, the Academy will ensure a **proportionate response** by identifying the root cause and balancing policy enforcement with our legal obligations.

Pupils identified with SEND will also have a Pupil Support Plan detailing the Assess-Plan-Do-Review cycle. Further information can be found in the SEND Policy.

3.6 Detentions

The GLC will exercise the right to keep pupils in at break or lunch without any notice, normally for the completion of work, or to allow for discussion. This should not be punitive in intent. It is the ideal opportunity for an appropriate member of staff to spend a moment with a pupil, away from the class, to discuss an incident calmly. The aim of a detention is to support a pupil to reflect upon the choices they make and to encourage them to make better choices in the future. Detentions after the school day [that are longer than 10 minutes] will be subject to a notice period of 24 hours. Parents have made a commitment to supporting the academy in this matter by signing the Academy/Home Agreement.

3.7 Restorative actions and loss of privileges

Where a pupil's behaviour disrupts the learning environment, we will support them to make restorative actions to take responsibility for the harm caused to others or the environment. These are facilitated by staff to ensure they are sincere and constructive. The removal of privileges or discretionary freedoms will be considered when they demonstrate that they cannot yet manage those freedoms responsibly. This can include loss of access to school-provided devices and temporary exclusion from non-essential extracurricular activities, trips, or school events.

3.8 Isolation within the academy

Where a pupil is not responding to the in-school strategies, or has been involved in an isolated serious incident, a time-limited session of isolation will be arranged. This is typically covered by the inclusion team or SLT, where the pupil will have assigned work and an appropriate, restorative conversation will take place about expected behaviour when they return.

3.9 Isolation at another academy

Where a pupil is not responding to the in-school strategies a placement [usually for between one and five days] may be sought at another GLC academy to avoid further incidents and/or a suspension. Before the child returns to their academy, a reintegration meeting with parents/ carers will take place to clearly outline expectations and next steps.

3.10 GLC Inclusion Panel

The GLC Inclusion Panel meets half-termly to review learning zone data and suspensions to discuss specific pupils that have been referred. Each academy is represented on the panel, in addition to the Trust Lead for SEND and/or Inclusion. Provisions, needs and strategies are reviewed and refined to support the pupil and their academy in accessing school successfully.

3.11 GLC Behaviour Panel

The Panel—comprising the CEO, Head/Deputy Head, and the Trust SEND Lead—convenes when a pupil is at risk of permanent exclusion. This intervention serves to implement additional reasonable adjustments and signal the gravity of the situation to all parties. The meeting concludes with a signed contract outlining agreed actions, stakeholder views, and specific timeframes.

3.12 Suspensions and Permanent Exclusions

Only the Head of School can issue a suspension, which can be for a fixed term or in extreme cases, a permanent exclusion. The GLC follows the statutory guidance issued by the DfE, and has a separate policy in place for Suspensions and Exclusions.

 Suspensions and Exclusions Policy Autumn 2025 [26]

3.13 Managed Move

Where a pupil's behaviour has not improved over time and is significantly impacting on the learning of other pupils at their academy, the GLC may make a request to the Thurrock Inclusion Panel that it considers if a managed move would be appropriate. If appropriate, a pupil will attend the school for a trial period and if successful, will then transfer to this new school on a full-time basis. The inclusion panel meets each half term and has representatives from The GLC, Thurrock Local Authority, Thurrock academies and other Multi-Academy Trusts.

3.14 Behaviour which does not meet expectations outside the classroom, on the playground at playtime and/or lunchtime

If the core values are breached at playtime, a verbal reminder will be given to the pupil about the consequences of choices. If the breach of the core values persists, the pupil will be asked to:

- Go to the 'Yellow Zone' - 5 minutes away from peers at an identified area on the playground;
- Go to the 'Red Zone' - a designated space away for an appropriate amount of time;
- Stay with the adult, if the breach of the core values persists.

Persistent or serious lunchtime breaches are referred to inclusion staff or SLT to protect curriculum time. In the red zone, staff guide pupils to reflect on their actions and complete a reflection sheet. Inclusion teams monitor these records to trigger early intervention as needed. For serious incidents, parents are notified the same day via phone or letter, with all formal meetings and outcomes documented.

For repeated or more serious incidents, these will be dealt with in line with the flowchart.

3.15 Monitoring Arrangements

As indicated above, academies will collect data on the behaviour incidents that have resulted in:

- Yellow zone and red zone referrals where a pupil is removed from the classroom;
- Lunchtime incidents [red zones];
- Attendance figures, based on pupil characteristics;
- Managed moves;
- Searches, screenings or confiscations.
- Records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation.
- Records and analysis of sexual harassment or sexual violence.
- Records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic, biphobic, transphobic bullying, use of derogatory language and racist incidents.

Surveys will also be undertaken on a regular basis to gauge perceptions of staff, pupils and parents on the school behaviour culture. The data is analysed and presented at Quality of Education Board Meetings and The GLC inclusion panel in order to identify possible factors that may be contributing to the behaviour, system problems or failure to provide adequate support.

Data will be analysed from a variety of perspectives including:

- At academy and across The GLC;
- At age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

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

Section 4: Specific Behaviour Issues

The GLC maintains policies that explain our response to the following serious behaviour concerns, please refer to them for further details:

Issue	Policy Link
Anti-bullying	Anti Bullying Policy GLC Autumn 2025 [27]
Mobile phone Usage	Online Safety policy
Punctuality	Attendance policy
Gang related activity, Sexual conduct, Violence and aggression	Safeguarding & Child Protection policy
Drugs and alcohol	Drugs policy
Screening and confiscation	Searching Screening and Confiscation Policy Sp

4.1 Malicious allegations against staff or pupils

The GLC takes its role of safeguarding staff very seriously, where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the academy will deal with such acts in the strongest possible manner. Unless there are exceptional mitigating circumstances, acts of this nature may result in one or a number of the following sanctions: isolation, a formal apology to the member of staff, a managed move, an exclusion from the academy, either suspension or permanent exclusion.

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the academy will consider whether to discipline the pupil in accordance with this policy. Unless there are exceptional mitigating circumstances, acts of this nature may result in one or a number of the following sanctions: isolation, a formal apology to the member of staff, a managed move, a suspension or permanent exclusion.

The Head of School will also consider the needs of staff or pupils accused of misconduct and of the pupil who has made the accusation.

Please refer to the GLC Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

4.2 Behaviour relating to Hate Crime

'A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.' Crown Prosecution Service.

At the GLC, Hate Crime is taken very seriously. Parents will be informed of the incident and, where appropriate, the pupil will be referred on to an internal/ external educational programme. If the incident is of a more serious nature or there is a repeated incident, isolation, a suspension or permanent exclusion may be the consequence, the police and relevant authorities will be contacted where appropriate.

Section 5: Training

Staff new to the GLC follow a comprehensive programme of induction and training. Throughout the year there are also a number of CPD sessions that focus on:

- The needs of the pupils at the school;
- How SEND, mental health needs and personal circumstances can impact behaviour;
- Trauma-informed practice and behaviour management;
- The safe and lawful use of reasonable force and/or other restrictive interventions.

The GLC recognises there may be occasions where restrictive interventions and reasonable force may need to be used to de-escalate situations. It will never be used as a threat or as a consequence. Further details can be found here: [☰ Restrictive Interventions and Reasonable Force Policy Spr 26 \[Spr 28\]](#)

Appendix 1 - Home/Academy Contract

All members of the Gateway Learning Community commit to working together to support the GLC mission and to uphold the GLC values at all times [including on line]:

 Home Academy Contracts Primary & Secondary

Appendix 2 - Key documents:

Yellow zone sign	 Yellow Zone signage
Reflection sheet	 Reflection sheet.docx  GLC Fix It Ticket.pdf
Dojo to inform parents to inform them of an incident	Dear Parent/Carer We are writing to inform you that your child attended Red Zone today. This was because they failed to follow the pupil code of conduct during lesson time/playtime. After the issue was resolved they were able to continue with their lessons. We do not expect you to impose any sanctions at home; however, we would be grateful if you could discuss the matter with your child so that they understand that we are working together to support their learning. Kind regards, Inclusion Team
Positive behaviour chart	 Positive behaviour chart - with lunchtime & b...
Parent contract	 Parental Meeting Contract .docx
Report card	 GLC Report card
Reintegration meeting following offsite isolation or suspension	 Reintegration meeting after suspension & off ...
Learning Zone Chart	 GLC Learning Zone

SEND Regulation Plan

Name:	Year Group:
Diagnoses:	
Team around ***:	
Date plan created:	Plan Review:

What motivates me, makes me feel happy and calm?		How do I behave when I am regulated and calm?		What can keep me calm and regulated?	
What makes me feel confused and/or frustrated?		What are the signs that I am struggling?		What are the strategies to support me to be calm and regulated?	
What makes me angry and out of control?		How do I behave when I feel like this?		What are the strategies to de-escalate behaviour and emotions?	
What makes me feel tired or sad?		How do I behave when I feel like this?		What are the strategies to support me to be calm and regulated?	
Other notes and observations:					

Risk Assessment 2025 - 26

Pupil name Year

Diagnoses/ barriers SEND Code

Risk assessment							
What hazards are present or may be?	Potential severity of the harm?	Likelihood of harm occurring?	Risk rating?	Precautions needed	Revised severity	Revised likelihood	Revised risk rating
Potential need for positive handling							
Procedures following an incident							
Medical/other alerts							