



The Global Academy Professional Behaviour Policy

Updated: July 2017

1. Approach

Professionals treat each other with respect, work hard for themselves and others to achieve the best they can. They value the fact that everyone has a different background which brings diversity and unique ideas to their work which can enrich those around them.

We are here for one reason - we want everyone at Global to be a success and be the very best we can be. We are all Globalers, because we all belong at this unique Academy, and we are all professionals.

Like any professional this means that we take ownership for the way we behave towards ourselves and others. We have high expectations for everyone and we expect everyone to uphold the values of the Global brand in the way we ourselves. We expect everyone to work together to create an incredible learning environment that people aspire to work within, both as creative individuals and supportive collaborators. This is down to everyone.

To ensure that we can create this environment, it is important that we live by the Global Academy Professional Behaviour Policy. We set high expectations for Globalers to ensure we are all pushed to achieve our best by being:

- *Positive* - Be positive and ready to engage in teaching and learning to ensure that skills and knowledge are developed by the end of a lesson. Work to build a positive, inclusive learning environment by building trust within the group and recognising achievement.
- *Respectful* - Listen to each other and allow the time for people to express their views, in an appropriate way, even if they are different to your own.
- *Professional* - Conduct ourselves in an appropriate manner for a place of work. This includes looking after learning spaces and resources, as well as being present, punctual, working hard and supporting those around us.
- *Compassionate* - Show compassion and support all other Globalers and be sensitive to others' feelings.

2. Recognising and Rewarding Exemplary Professional Behaviour

It is essential that exemplary professional behaviour is recognised at all times. Praise should be used within the classroom to acknowledge individual and group achievement wherever possible and by everyone. This will help increase levels of positivity within the class, creating a more welcoming environment and minimise any unprofessional behaviour.

Where professional behaviour is exemplary we should:

- Log this on the Globaler's ILP
- Write a positive postcard
- Acknowledge this on the Wall of Honour
- Present a certificate or pin for attendance and punctuality, being a Global Star, Curriculum Star or a Global Commendation

See Appendix 1 for further detail

When a tutor recognises several of these logs on Arbor (the ILP) they should use the following process:

- Stage One** The tutor should meet individually with the Globaler to review the praise they have received, commend them verbally and call their parents/guardians to recognise the achievement.
- Stage Two** After several incidents of exemplary professional behaviour being logged there will be a meeting with a Director and a letter to parents / guardians at home to recognise the achievement.
- Stage Three** After stage 2 and there have been several more incidents of exemplary professional behaviour there will be a meeting with the Principal and a letter to parents / guardians at home to recognise the achievement. Those who achieve stage three will be entered to the 'Globaler of the Year' award at the end of year awards and be invited to a nominees' dinner.

3. What happens when things go wrong?

Staff will utilise a number of informal strategies inside and outside of the classroom to provide learners with support on how to behave professionally. However, where these strategies prove ineffective and our high expectations of behaviour are not met, we will need to follow a formal professional behaviour process

3.1 Informal Process:

Managing behaviour is the responsibility of everyone at Global Academy. Staff should ensure that lessons are dynamic, engaging and levelled to enable all learners to progress.

Staff should attempt all available strategies they are equipped with to engage learners and encourage positive conduct. These should include:

- reminders of the expected conduct
- gentle encouragement
- non-verbal communication
- checking understanding
- redirection

Staff should avoid ultimatums and getting angry as these are not productive and often lead to further conflict. Further details about managing behaviour are outlined in the teaching and learning strategy and will be covered through ongoing training.

Subject Staff (Teacher and Head of Department)

If progress is not made in a lesson, it is the responsibility of the **subject staff** to implement any of the following strategies to improve professional behaviour in the classroom:

- The **teacher** should keep the learner behind (if appropriate) or arrange to meet with them to discuss the issues in a Reflection Meeting. This can be carried out at lunchtime or during period 7.
- Have a positive restoration conversation, considering whether anything has affected behaviour and how best to move on to ensure a higher level of progress in future lessons.
- The learner should be told that the incident will be logged Arbor (the ILP) and then make clear that they are being given the opportunity to improve with no further action if they can demonstrate an improved attitude.
- If the behaviour does not improve the **teacher** should ring or meet parents/guardians to discuss the incident and agree actions for a green Action Plan.
- The **teacher** should meet with the learner and the **Head of Department** to draw up the targets for the green Action Plan, which will be monitored by the **Head of Department** for 2 weeks. The **Head of Department** alerts the **Progress Leader** about this course of action.
- The **Head of Department** can also put the learner into the Leadership Detention on Friday after school. The teacher should go to the detention to complete a restoration.

Pastoral staff (Tutors and Progress Leaders)

All Tutors should monitor incidents and achievements logged on the ILP.

Where a learner is causing concern because of a decline in expected behaviour in more than one subject the **pastoral staff** will intervene with the following actions:

- The **Tutor** should discuss the concerns with the learner and ring the parents/guardians to arrange a meeting. At the meeting, the Tutor should raise their concerns and set targets for improvement in a yellow Action Plan. This should be logged on Arbor (the ILP).
- The Yellow Action Plan is then monitored by the **Tutor or Progress Leader** for 2 weeks
- If the learner fails to meet their targets the learner goes on a Yellow Action Plan to the **Progress Leader** for 2 weeks. The **Progress Leader** contacts parents to inform them of this.

See Appendix 2 for further detail

3.2 Formal Process:

If the **Progress Leader** notes that there are three or more incidents being logged within a short period of time and their interventions and Action Plan are not having an impact, they can then instigate the formal meeting process as follows:

Stage One:

- A formal meeting is held with the SLT Line Manager, the Progress Leader, the learner and a parent/guardian. This will start with the member of SLT outlining the facts of the issue. This will include incident logs and KPI information such as attendance and punctuality. Once the issue has been outlined, the learner will be given an opportunity to respond, outlining their views. The issue can then be discussed openly between the member of SLT, learner and parent/guardian. Copies of notes made in the meeting should go to the learner, parents/guardian and recorded on Arbor (the ILP).

Outcome of the formal stage one meeting:

- No Action: the issue has been resolved with all parties satisfied that there will be no further incidents
- Action Plan: The learner is placed on an action plan for an agreed duration, normally four weeks. All teachers will sign whether the targets have been met at the end of every lesson and the yellow action plan monitored weekly by the **Progress Leader** until the end of the action plan. If the agreed actions are met fully, the action plan is signed off as complete by the Progress Leader and the member of SLT. If the agreed actions are not met, a learner may be progressed to stage two of the formal professional behaviour policy. Progression to stage two can happen at any point, it does not have to run the full duration of the action plan if it becomes clear the action plan will not be met.
- Internal Isolation: The learner can be placed in the Reflection Room (The Bridge) by the Progress Leaders or a member of SLT where they will be supervised to work in silence for a day, with a 1 hour detention at the end of the day. Parent/guardian will be informed and the incident will be logged on Arbor (ILP).

Examples of stage one behaviour issues: persistent absence or lateness (below 90%), persistent disruptive behaviour, non-completion of work to deadline, use of offensive language towards others, intimidating behaviour that threatens others, vandalism, smoking, fighting, severe bullying, petty theft. *See Appendix 2 for further detail.*

Stage Two:

A formal meeting at stage two can arise in two ways. Either by failing an action plan set at stage one or by a serious act of misbehaviour which is deemed by a member of SLT or the Principal of the Global Academy to warrant a move directly to stage two.

The SLT line manager will set up a meeting which will be attended by the Progress Leader, a member of SLT, the learner and parent/guardian. The member of SLT will outline the reason for the meeting, recap the yellow action plan if relevant and review the learners KPIs. The learner will be given an opportunity to respond, outlining their views. The issue can then be discussed openly between the staff, learner and parent/guardian.

Outcome of a formal stage two meeting:

- Extended red action plan (to the member of SLT): the action plan is extended for a further duration (normally four weeks) with the same actions in place OR
- New red action plan: a new action plan is agreed which may contain revised or new actions that have arisen since the stage one meeting with a duration set (normally four weeks)
- Fixed Term Exclusion: The learner is suspended from attending the Global Academy for a fixed duration. During this time, they are not permitted on-site.

The outcome of this meeting will be confirmed in writing with a copy being sent to the learner and parent/guardian. The outcome will be recorded on Arbor (the ILP).

Examples of stage two behaviour issues: not successfully completing stage one action plan, serious aggressive or threatening behaviour, ongoing use of abusive language towards others, persistent bullying or intimidation, serious misconduct which poses a risk to self or others, possession of inappropriate substances or items. (see section four for further details). *See Appendix 2 for further detail.*

Stage Three:

A formal meeting at stage three can happen in two ways. Either by failing a red action plan set at stage two or by a serious act of misbehaviour which is deemed by the Principal, or the Principal's delegated Senior Leader, of the Global Academy to warrant a move directly to stage three. The meeting will be chaired by the Principal, or the Principal's delegated Senior Leader, and will include a Director and form tutor in addition to the learner and parent/guardian. The meeting will run in the same format as the stage two meeting.

Outcome of a formal stage three meeting:

- Extended action plan: the stage two red action plan is extended for a further duration (normally four weeks) with the same actions in place, OR
- New red action plan: a new action plan is agreed which may contain revised or new actions that have arisen since the stage two meeting with a duration set (normally four weeks)
- Fixed Term exclusion: The learner is suspended from attending the Global Academy for a fixed duration. During this time, they are not permitted on-site.
- Permanent exclusion: after discussion with the learner and parent/guardian the learner is permanently withdrawn from the Global Academy. This must only happen as an absolute last resort where there has been no evidence of improvement in behaviour and no willingness from the learner to improve.
- Only the Principal or SLT have the ability to sanction a Fixed Term Exclusion and only the Principal has the authority to sanction a Permanent Exclusion
- The outcome of this meeting will be confirmed in writing with a copy being sent to the Globaler and parent/guardian. The outcome will be recorded on the learner's Arbor (ILP).

Examples of stage three behaviour issues: not successfully completing stage two action plan, actual physical violence and threat, extremely aggressive sustained verbal abuse towards others, possession/use of banned substances or items within the grounds of the Global Academy or being under the influence of banned behaviour altering substances whilst on the grounds of the Global Academy. *See Appendix 2 for further detail.*

3.3 Serious Breach

A serious breach may happen if there is an incident which requires immediate intervention. During the serious breach a member of staff will intervene and remove the learner from the vicinity, moving them to a safe place within the Global Academy grounds. The learner will be required to write an account of the incident which outlines the key facts and any relevant background detail to the incident. Accounts will be collected from eye witnesses and an investigation conducted by a member of leadership before reaching an outcome which will be relayed to the parent/guardian of the learner's involved through a formal serious breach meeting.

Outcome of a serious breach investigation:

- No action: the issue has been resolved with all parties satisfied that there will be no further incidents.
- Formal stage issued: The learner will be placed on a Stage 1 – 3 of the formal meeting process with a relevant action plan.
- Fixed Term exclusion: The learner is suspended from attending the Global Academy for a fixed duration. During this time, they are not permitted on-site.
- Permanent Exclusion: after discussion with the learner and parent/guardian the recommendation is made to the Governing body that the learner is permanently withdrawn from the Global Academy. This must only happen in extreme cases where no remorse for action is demonstrated by the learner and continued attendance at the Academy may pose risk to the safety or wellbeing of others.

3.4 Appeals

Every learner's parents/guardian has the right to appeal against a fixed term or permanent exclusion. The appeal must be made in writing within 10 days of the receipt of the written outcome letter and delivered to the Chair of Governors of the Global Academy. The learner and their parent/guardian will be invited to an Appeals Meeting with the Chair of Governors and the Principal to discuss the formal meeting outcome. Once the discussion is complete, a decision will be reached which will be communicated to the learner within 5 days of the meeting.

Outcomes from an Appeal:

Decision upheld: The Chair of Governors upholds the formal meeting outcome and the decision stays the same.

Decision is revoked: The Chair of Governors revokes the formal meeting outcome, the decision is reversed and cleared from the learner's record. This does not clear previously upheld formal meetings from the learner's record if applicable, only the decision that was appealed.

4. Issues related to Professional Behaviour

4.1. Inclusivity and Non-Discrimination

The Global Academy is committed to ensuring that all learners are included and have equal access to opportunities. The behaviour policy is to be applied with consistency across all learner's whilst respecting and making any reasonable adjustments for SEND requirements that individuals might have. It is illegal to discriminate against anyone based on their protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.) Anyone found to be doing so will be subject to a formal professional behaviour meeting at the stage agreed appropriate by the Principal.

4.2. Bullying

Bullying of any form is not tolerated at the Global Academy. No one deserves to be bullied and any signs of it will be actively challenged by all staff. Bullying is:

Any form of communication or action which persistently makes others feel uncomfortable, threatened or seeks to undermine them. This can be indirect such as ignoring group member or intentionally leaving them out; it can be verbal such as name calling or belittling; it can be physical such as pushing, kicking or hitting; and it can be cyber-related which includes all areas of internet misuse (*more specific detail related to cyber bullying is outlined in section 3.3*).

All staff will be vigilant of bullying, will take any claims of bullying from learners and parents/guardians seriously, and take appropriate action. Where bullying is seen, it will be treated in line with the behaviour policy. This includes learners who are complicit, even if not directly involved, and do not report where they suspect bullying to be taking place. All acts of bullying must be logged on Arbor (ILP) and recorded securely on the CPOMS safeguarding system. *For more information, refer to the Safeguarding policy.*

Staff will create a safe and positive environment by praising positive action whilst quickly addressing and redirecting antagonist behaviours. The consequences of bullying both for the perpetrator and the victims will be openly discussed in tutorial sessions. All staff will be trained through continued professional development to look out for the signs and symptoms of bullying taking place.

4.3. Non-Criminal Behaviour or Bullying Off-site

If it is observed by staff or reported to the Global Academy that a learner has been witnessed participating in non-criminal behaviour or bullying off-site, the incident will be recorded for the tutor to speak to the learner about the incident. If it is apparent that the learner was involved in this activity, it must be logged in the learner's Arbor/ILP.

4.4. Social Media Conduct

If a learner reports, or is suspected to be receiving, inappropriate messages or media online the case should be treated as bullying. If the perpetrator is known to be a learner at the Global Academy, messages and media will be treated as if they had been spoken and dealt with using the same sanctions. It is important that messages or media are not deleted and that copies of these are provided to the member of staff investigating the case. If the perpetrator is not known to the Academy, the parents / guardians will be contacted and informed of their right to go to the police.

Use of the internet/mobile devices

If a learner is found to be using the internet inappropriately for example watching TV, films or playing games they will be told to log off and an appropriate sanction applied.

If a learner is using a mobile device anywhere other than g:feast it will be confiscated.

4.5. Malicious Accusations against Staff / Defamation

Allegations made against staff will be investigated fully and fairly according to Academy policy. If the allegations are found to be malicious or intentionally defamatory, the learner will be liable to go through the formal professional behaviour meeting process at the stage deemed appropriate by a member of SLT.

4.6. Behaviour on Trips

Whilst on trips organised by the Global Academy, learners are expected to meet the same standards of professional behaviour that would be expected in the classroom. Incidents should be logged on Arbor (ILP) and if necessary reported to be part of a formal professional behaviour meeting process. If behaviour is deemed to cause risk to the learner or others whilst on the trip, they may be sent home with immediate effect and an appropriate sanction applied. See the Educational Visits policy for more information.

4.7. Behaviour on Work Experience / Placements

Whilst on work experience, placements or attachments, learners are expected to meet the same standards of professional behaviour that would be expected in the classroom and of the workplace in which they are situated. Employers will be expected to report on the professional behaviour of the student with any incidents being logged on their Arbor (ILP) and if necessary form part of a formal professional behaviour meeting process. If behaviour is deemed to cause risk to the learner or others whilst at the workplace, they may be sent home with immediate effect.

4.8. Criminal Activity

If learners are observed to be involved in criminal activity, it is the responsibility of the observer to report this to a member of SLT immediately. Examples of where this would be relevant are – possession of, selling or consuming drugs, possession of or consuming alcohol, violent assault. SLT would then follow the serious breach process (paragraph 3.25), including contacting the police if appropriate. Once Police involvement has been completed, the learner will also be subject to the formal professional behaviour meeting process at the stage deemed appropriate by the Principal.