

# global academy

## The Global Academy Professional Behaviour Policy

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## 1. Approach

- 1.1. The Global Academy is different to school. We will not ring bells to tell you to go to lesson, we will not give you a detention or work in a room on your own if you're naughty.
- 1.2. We don't even refer to you as students. You're a young aspiring professional Globaler now and we will treat you like one. Professionals treat each other with respect, work hard for themselves and others to achieve the best they can and value the fact that everyone has a different background which brings diversity and unique ideas to their work which can enrich those around them.
- 1.3. We are here for one reason - we want you to be a success and be the very best you can be. To support you to achieve this, we need to treat you more like an employee than a school child, this is why we call you Globalers, because you now belong at this unique Academy.
- 1.4. Like any professional this means that you must now take ownership for the way you behave towards yourself and others. We have high expectations for everyone and we expect you to uphold the values of the Global brand in the way you conduct yourself. We expect that 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 as much down to you as it is to the staff.
- 1.5. To ensure that we can create this environment, it is important that we must live by the Global Academy Professional Behaviour Policy.
- 1.6. Expectations of Globalers
  - *Positive.* All Globalers must bring a positive approach to learning and others. Being positive and ready to learn will bring the best out of you and those around you.
  - *Respectful.* We expect all Globalers to respect each other. This includes listening to each other and allowing the time for people to express their views, even if they are different to your own.
  - *Professional.* Being an aspiring professional means acting like one. All Globalers should conduct themselves in an appropriate manner for a place of work. This includes looking after the learning spaces and resources, as well as being present, punctual, working hard and supporting those around you.
  - *Compassionate.* All Globalers are expected to show compassion and support to their fellow classmates and staff. Everyone has times when they are not feeling their best, even if they appear to be fine. We never know what is happening to

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someone outside the Academy, so being sensitive to others' feelings is essential to supporting each other.

1.7 What you can expect from us:

- Teaching staff will deliver lessons which ensure all Globalers will know something, be able to do something, or understand something they did not at the start of the lesson.
- All staff will treat Globalers with respect. This includes listening to the views of Globalers and taking the time to discuss them.
- All staff will set high expectations for Globalers to ensure they are pushed to achieve their best.
- We will work to build a positive, inclusive learning environment by building trust within the group and recognising achievement.

## 2. Recognising Exemplary Professional Behaviour

2.1. It is essential that exemplary professional behaviour is recognised at all times. Recognition of the standards expected will be the most effective way to improve conduct across the Academy. Praise should be used within the classroom to acknowledge individual and group achievement wherever possible. Globalers should also be encouraged to recognise professional behaviour amongst their peers and in turn be praised for doing so. This will help increase levels of positivity within the class, creating a more welcoming environment in which disruption will be minimised and self regulated by Globalers themselves.

2.2. Following incidents of repeated or consistent exemplary professional behaviour, staff should talk individually to Globalers to acknowledge what they are doing well and must log this on the Globaler's ILP. If the tutor recognises several of these logs on a Globaler's ILP they should use the following process:

### 2.3. Stage One

The tutor should meet individually with the Globaler to review the praise they have received and commend them verbally. They should also call parents / guardians at home to recognise the achievement and praise the Globaler for their exemplary professional behaviour.

### 2.4. Stage Two

A stage two recognition of exemplary professional behaviour would take place after there have been several incidents of exemplary professional behaviour being logged after the stage one has taken place. A stage two recognition would result in a meeting with a Director and a letter to parents / guardians at home to

recognise the achievement and praise the Globaler for their exemplary professional behaviour.

### **2.5. Stage Three**

A stage three recognition of exemplary professional behaviour would take place after there have been several incidents of exemplary professional behaviour being logged after the stage two has taken place. A stage three recognition would result in a meeting with the Principal and a letter to parents / guardians at home to recognise the achievement and praise the Globaler for their exemplary professional behaviour. Globalers who achieve stage three exemplary professional behaviour 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?**

3.1. As in all workplaces, not everyone will always get on. Sometimes being a professional is about putting aside personal differences and focusing on the work that needs competing and learning what you can from the experience.

3.2. At the Global Academy we are all learning how to be better professionals and we recognise that occasionally Globalers will need support to realise this. Staff will utilise informal strategies inside and outside of the classroom to provide this support. 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 to help Globalers to understand the expectations of a professional learning environment. The formal professional behaviour process only starts once all other options have been exhausted within the learning environment.

### **3.3. Informal Process**

Managing behaviour is the responsibility of all staff and Globalers. We recognise that to a large extent behaviour management is a teaching and learning matter and can be effectively managed by ensuring that lessons are dynamic, engaging and appropriately levelled for individual Globalers.

3.4. It is important that staff have attempted all available strategies they are equipped with to engage Globalers and encourage positive conduct. This should include positive reinforcement of the expected conduct, gentle encouragement, nonverbal communication, checking understanding and redirection. Staff should avoid ultimatums and getting angry as these often lead to further conflict and are not productive.

- 3.5. If progress is not made, staff should keep the Globaler behind or arrange to meet with the Globaler to discuss the issues. Before the conversation, staff should consider how the audience in the classroom might be affecting behaviour, if they have recognised any rapid changes in behaviour of the Globaler and how they might defuse situations. All of these can be discussion points with the Globaler so that they understand you are trying to find the best approach to help them. This will be far more effective than being angry and telling the Globaler off which is likely to disengage them further.
- 3.6. At the end of the discussion, staff should ask the Globaler to reflect upon their behaviour, tell them that the incident will be logged on their 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. The next lesson must then be a clean slate so the Globaler has the opportunity to demonstrate their improvement.
- 3.7. Any incidents which require keeping the Globaler behind or arranging a meeting must be logged on their ILP. This will help the tutor to get an overall picture of progress and highlight patterns of behaviour to make an intervention through tutorials. Further details about managing behaviour are outlined in the teaching and learning strategy and will be covered through ongoing CPD.

### **3.8. Formal Process**

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

### **3.9. Stage One:**

A formal meeting is held with the tutor and subject teacher (if applicable) with the Globaler and parent/guardian. Globalers and parents/guardians will receive a written invitation to this meeting. In the meeting the behaviour issue that has arisen is discussed fully. This will start with the tutor outlining the facts of the issue, ensuring that statements are factual only. This will include incident logs and KPI information such as attendance and punctuality. Once the issue has been outlined, the Globaler will be given an opportunity to respond, outlining their views, again these should be kept to factual statements. The issue can then be discussed openly between the staff, Globaler and parent/guardian.

### **3.10. 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 Globaler is placed on an action plan for an agreed duration, normally four weeks. The action plan would be monitored weekly until the end of the action plan, with all teachers that see the Globaler needing to sign the action plan at the end of each lesson to agree

the actions have been met for that session. If the agreed actions are met fully, the action plan is signed off as complete by the form tutor. If the agreed actions are not met, a Globaler 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.

3.11. 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 Globaler's ILP and held on record for 6 months from the date of the meeting. If there is a need for a further formal meeting within this 6-month period the Globaler will be automatically progressed to stage two. If it is after a 6-month period the normal stage would revert back to stage one.

3.12. Examples of stage one behaviour issues: persistent absence or lateness (below 90%), non completion of work to deadline, use of offensive language towards others, intimidating behaviour that threatens others.

### **3.13. 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 mis-behaviour which is deemed by a Director or Principal of the Global Academy to warrant a move directly to stage two.

3.14. The meeting will be attended by the Globaler's tutor and a Director with the Globaler and parent/guardian. Globalers and parents/guardians will receive a written invitation to this meeting. The meeting will start by the Director outlining the reason for the meeting, recapping the action plan if relevant and reviewing the Globalers KPIs. The form tutor will add any further detail of the issues that have arisen, using only factual statements. Once the issue has been outlined, the Globaler will be given an opportunity to respond, outlining their views, again these should be kept to factual statements. The issue can then be discussed openly between the staff, Globaler and parent/guardian.

3.15. Outcome of a formal stage two meeting:

- Extended action plan: the stage one action plan is extended for a further duration (normally four weeks) with the same actions in place
- New 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 Globaler is suspended from attending the Global Academy for a fixed duration. During this time, they are not permitted on-site or access to Global Academy resources. This must only happen if it is deemed there is a risk to the safety of the Globaler or others which could be mitigated with a 'cooling off' period.

- 3.16. 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 Globaler's ILP and held on record for 6 months from the date of the meeting. If there is a need for a further formal meeting within this 6-month period the Globaler will be automatically progressed to stage three. If it is after a 6-month period the normal stage would revert back to stage one.
- 3.17. 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.
- 3.18. Stage Three:**
- A formal meeting at stage three can happen in two ways. Either by failing an action plan set at stage two or by a serious act of mis-behaviour 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.
- 3.19. 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 Globaler and parent/guardian. Globalers and parents/guardians will receive a written invitation to this meeting. The meeting will run in the same format as the stage two meeting.
- 3.20. Outcome of a formal stage three meeting:
- Extended action plan: the stage two action plan is extended for a further duration (normally four weeks) with the same actions in place
  - New 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 Globaler is suspended from attending the Global Academy for a fixed duration. During this time, they are not permitted on-site or access to Global Academy resources. This must only happen if it is deemed there is a risk to the safety of the Globaler or others which could be mitigated with a 'cooling off' period.
  - Permanent exclusion: after discussion with the Globaler and parent/guardian the Globaler 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 Globaler to improve.
- 3.21. Only the Principal or Director have the ability to sanction a Fixed Term Exclusion and only the Principal has the authority to sanction a Permanent Exclusion

- 3.22. 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 Globaler's ILP and held on record for a total of 12 months from the date of the meeting. If there is a need for a further formal meeting within this 6-month period the Globaler will be automatically required to attend a stage three meeting. If it is after a 6-month period the normal stage would revert back to stage two. If it is a further 6 months after this period (12 months total), the normal stage would revert back to a stage one meeting.
- 3.23. Failure of an action plan at stage three: failure of an action plan at stage three results in a reformation of the stage three meeting with the same potential outcomes. Clearly repeat stage three meetings will be indication that a Permanent Exclusion would be more likely.
- 3.24. 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, 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.

### 3.25. **Serious Breach**

A serious breach may happen if there is an incident which requires immediate intervention. During the serious breach a Director or Principal will intervene and remove the Globaler from the vicinity, moving them to a quiet area within the Global Academy grounds. The Globaler 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 all eye witnesses and an investigation conducted by the Principal, or the Principal's delegated senior leader, before reaching an outcome which will be relayed to the Globaler/s involved through a formal serious breach meeting

- 3.26. 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: Globaler placed on a Stage 1 – 3 of the formal meeting process with an associate action plan.
  - Fixed Term exclusion: the Globaler is suspended from attending the Global Academy for a fixed duration. During this time, they are not permitted on-site or access to Global Academy resources. This must only happen if it is deemed there is a risk to the safety of the Globaler or others which could be mitigated with a 'cooling off' period.
  - Permanent Exclusion: after discussion with the Globaler and parent/guardian the Globaler is permanently withdrawn from the Global Academy. This must only happen in extreme cases where no remorse for

action is demonstrated by the Globaler and continued attendance at the Academy may pose risk to the safety or wellbeing of others.

### **3.27. Appeals**

Every Globaler has the right to appeal the decision of a formal meeting. 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 Globaler 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 Globaler within 5 days of the meeting.

### **3.28. Outcomes from an Appeal:**

- Decision upheld: The Chair of Governors upholds the formal meeting outcome and the decision stays the same.
- Revoked: The Chair of Governors revokes the formal meeting outcome, the decision is reversed and cleared from the Globaler record. This does not clear previously upheld formal meetings from the Globaler 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 Globalers are included and have equal access to opportunities. The behaviour policy is to be applied with consistency across all Globalers 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. Whilst there is no legal definition of bullying we consider it to be 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). Teachers will be vigilant to bullying in the classroom and will actively address it to ensure that it is not allowed to continue. They will listen to Globalers that claim to be bullied and to claims from parents/guardians, taking seriously their claims and taking appropriate action to protect them. Where bullying is seen, it will be treated as misbehaviour and treated in line with the behaviour policy. This includes Globalers 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 the students ILP and recorded securely on the CPOMS safeguarding system. For more information, refer to the Safeguarding policy.

- 4.3. Bullying will be prevented by teachers putting collaboration and collective achievement at the heart of Globalers success. Globalers wanting to succeed at the Global Academy will be required to support each other to complete their projects, as they would in industry, this will quickly identify any non-supportive action to teachers and help Globalers develop an appreciation amongst Globalers of the different skills and qualities that individuals provide. Teachers 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 teachers will be trained through continued professional development to look out for the signs and symptoms of bullying taking place.

#### **4.4. Non-Criminal Behaviour or Bullying Off-site**

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

#### **4.5. Social Media Conduct**

If a Globaler 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 Globaler 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 Director or Tutor 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.

#### **4.6. 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 Globaler will be liable to go through the formal professional behaviour meeting process at the stage deemed appropriate by the Principal.

#### **4.7. Behaviour on Trips**

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

#### **4.8. Behaviour on Work Experience/ Placements**

Whilst on work experience, placements or attachments, Globalers 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 ILP and if necessary form part of a formal professional behaviour meeting process. If behaviour is deemed to cause risk to the Globaler or others whilst at the workplace, they may be sent home with immediate effect.

#### **4.9. Criminal Activity**

If Globalers are observed to be involved in criminal activity it is the responsibility of the member of staff to contact the police immediately. Examples of where this would be relevant are - selling or consuming drugs, consuming alcohol, violent assault. Staff would then follow the serious breach process (paragraph 3.25). Once Police involvement has been completed, the Globaler will also be subject to the formal professional behaviour meeting process at the stage deemed appropriate by the Principal.



# 5.00 PROFESSIONAL BEHAVIOUR FLOWCHART

