



The Global Academy Professional Behaviour Policy

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Responsible Committee:	Teaching and Learning Committee
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Any Associated Policies	<p>Behaviour and discipline in schools: advice for headteachers and school staff. September 2022</p> <p>Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement</p> <p>Searching, screening and confiscation. Advice for schools September 2022</p> <p>Use of reasonable force in schools</p> <p>Keeping children safe in education</p> <p>Special educational needs and disability code of practice: 0 to 25 years</p> <p>Supporting pupils at school with medical conditions</p> <p>Equality Act 2010: advice for schools</p>
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Professional Behaviour Policy

1.0 The Ethos

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 that we behave towards ourselves and others.

We have high expectations for everyone and we expect everyone to uphold the values of the Global brand. These values include 'Make it simple', 'Bring out the best' and 'Great not just Good'. 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 a positive learning environment, it is important that we focus on demonstrating good learning behaviours and abide by the Global Academy Professional Behaviour Policy. This will lead to successful academic and creative outcomes for all Globalers.

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

To ensure that we can create this environment, it is important that we must live by the Global Academy Professional Behaviour Policy.

At Global Academy we understand the importance of positive praise. We reward our students for effort and achievement in all areas. By acknowledging students' achievements on a regular basis, we are able to raise self-esteem, encourage progress and good behaviour. Maintaining that the management of student behaviour is the responsibility of all members of the school community and that this management should be firm, fair, positive, assertive and whenever possible proactive, rather than aggressive and reactive. We value praise over reprimand but recognise the need for the suitable use of both.

PIP and RIP are used throughout the Academy: *Praise in Public; Reprimand in Private*. Staff should try to develop in students a set of values for life, and the courage to live by them, as we are preparing citizens capable of making a

valuable contribution to society. All staff are expected to award Achievement Points each day on Arbor. **(APPENDIX G)**

Misbehaviour is defined as any behaviour that disrupts the good order of the academy, impacts a student's progress and development, or fails to meet the expectations set out in section 3 of this policy. These types of misbehaviour could include but are not exclusive of:

- Failure to meet academy's basic expectations, including lateness and truancy
- Unsettled behaviour
- Non-completion of classwork and homework
- Refusing to follow an instruction
- Incorrect uniform or dress code
- Unauthorised use of mobile phone/device

Serious misbehaviour is defined as any behaviour that prohibits learning taking place, endangers others or brings the school into disrepute. These types of serious misbehaviour could include but are not exclusive to:

- Bullying
- Damage
- Derogatory language against a protected characteristic (race, gender, sexual orientation, maternity, gender identification, disability, religion)
- Discriminatory behaviour (protected characteristics)
- Drug and alcohol related incidents
- Child on child abuse (sexual, physical or emotional)
- Persistent disruptive behaviour
- Physical assault
- Possessions of any prohibited items (banned on the academy site).

These include:

- Alcohol
- Any article a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury, or damage to the property of any person (including the student).
- Bang snaps
- Electric scooters
- Fireworks
- Illegal drugs
- Knives or weapons
- Pornographic material
- Stolen items
- Nitrous oxide (laughing gas)
- Tobacco, cigarettes, vapes, lighters and matches

- Racist abuse
- Repeated breaches of the school's Code of Conduct
- Sexual misconduct
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like 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 explicit content)
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Smoking, nicotine pouches and vaping
- Swearing at staff
- Theft
- Verbal abuse/threatening behaviour

Responsibilities of the Academy, Students and Parents (**APPENDIX E & F**)

3.0 Statement of General Principles

Global Academy will:

- ensure the whole Academy community support the principles of the Professional Behaviour Policy.
- establish and communicate clear measures to ensure good order, respect and discipline.
- support, praise and, as appropriate, reward students' good behaviour.
- promote positive behaviour through active development of students' social, moral, spiritual, emotional and behavioural skills.
- take all reasonable measures to protect the safety and wellbeing of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- ensure the Professional Behaviour Policy does not discriminate against any student on, for example, grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- apply sanctions fairly, consistently, proportionately and reasonably – considering SEN, disability, the needs of vulnerable children and offering support as appropriate.
- ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- ensure staff model good behaviour and never degrade students or colleagues.
- keep parents informed of their child's behaviour – positive, as well as negative; use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.

- make alternative provision, when needed, for Fixed Period excluded students and, where appropriate, to arrange reintegration interviews with parents at the end of a suspension.
- work with other agencies to promote community cohesion and safety.

Students will:

- follow reasonable instructions by Academy staff, obey Academy rules and accept sanctions in an appropriate way.
- show respect to Academy staff, fellow students, Academy property and the Academy environment.
- never belittle, harm or bully other students or staff.
- co-operate with, report inappropriate behaviour and abide by any arrangements put in place to support their learning behaviour.
- not bring into the Academy inappropriate or unlawful items.
- act as positive ambassadors for the Academy at all times, including when off Academy premises.

Parents/Guardians will:

- respect the Academy's Professional Behaviour Policy and the disciplinary authority of Academy staff.
- work co-operatively to ensure that their child follows reasonable instructions by Academy staff and adhere to Academy rules.
- send their child to the Academy each day punctually, suitably clothed in correct Academy uniform, fed, rested and equipped for learning, ready to achieve their potential.
- ensure Academy staff are aware of their child's specific needs.
- be prepared to work with the Academy to support their child's positive behaviour.
- attend meetings with the Principal or other Academy staff, if requested, to discuss their child's progress.
- adhere to the terms of any parenting contract or order relating to their child's behaviour and well-being.
- ensure if their child is excluded from the Academy, that their child is not found in a public place during Academy hours in the first five days of suspension. Attend a reintegration interview with Academy staff at the end of a period of suspension.

The school's expectations of parents, and its commitment to them, are outlined during enrolment via the **Home School Agreement (APPENDIX E & F)**. All students, parents and carers joining the Academy are required to electronically confirm they **agree** to the Home School Agreement. The Academy accepts that the vast majority of parents are supportive of the school's aims and that we are fully dedicated to working in partnership with them.

This signed agreement is part of the student's electronic records. Where there is a persistent lack of parental and/or student co-operation, and this is affecting the child's behaviour, the school will take appropriate action, which may include outside agencies. We will also take suitable action against parents/carers who are unreasonably challenging or aggressive in their conduct towards staff. Students will not be discriminated against because of the actions or behaviour of their parents. **If a student does not adhere to the Home School Agreement, their place is at risk.**

4.0 Pastoral Support

The Academy pastoral system provides help and advice, both to individuals and to groups, to regulate behaviour. We have an experienced team who lead the form tutors and mentor in the day to day pastoral care of our students. The appropriate Head of Key Stage would usually be the first point of contact should a parent wish to raise a concern.

5.0 Recognising Exemplary Professional Behaviour

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.

6.0 Inclusivity and Non-Discrimination

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, whilst respecting and making any reasonable adjustments for SEND requirements. 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; gender and sexual orientation.) Anyone found to be doing so will be subject to the guidelines stated in the Behaviour Consequence Ladder. **(APPENDIX C)**

7.0 Bullying

Bullying of any form is not tolerated at 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 a group member or intentionally leaving them out; it can be verbal such as name calling, sarcasm, spreading rumours 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.

Teachers will be vigilant to bullying inside and outside the classroom and will actively address it to ensure that it is not allowed to continue. They will listen to Globalers who report to being bullied, to claims from parents/guardians, taking seriously their accounts and taking appropriate action to investigate the allegations.

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 who do not report where they suspect bullying to be taking place. Acts of bullying must be logged on the student's profiles and recorded securely on the CPOMS safeguarding system. For more information, refer to the Safeguarding policy.

Bullying will be prevented by teachers putting collaboration and collective achievement at the heart of Globaler 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 of the different skills and qualities that individuals provide.

Teachers will create a safe learning environment by praising positive action, whilst quickly addressing and redirecting antagonist behaviours. All teachers will be trained through continued professional development to look out for the signs and symptoms of bullying.

Parents and students must realise that the Academy will take appropriate sanctions against any student who is involved in cyber-bullying or slandering members of the school community on line, including the use of suspensions. Students must also realise that in forwarding messages from others, such as “Re-tweeting” a message or video they are considered, in legal terms, to also be guilty of libel or cyber-bullying.

Remember, we can only deal with what we know about. Students or their parents/carers are encouraged to report all incidents to enable staff at school to effectively deal with any issues.

8.0 Social Media Conduct

If a Globaller reports, or is suspected to be receiving, inappropriate messages or media online, the case should be treated as cyberbullying. If the perpetrator is known to be a student 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 Head of Key Stage to investigate. 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 in line with the E-safety policy.

9.0 Malicious Accusations against Staff/ Defamation

Please refer to other Academy policies (i.e. safeguarding and child protection) Students that are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Fixed Term Suspension or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

10.0 Behaviour on Educational Visits

Whilst on trips organised by the Global Academy, Globallers are expected to meet the same standards of professional behaviour that would be expected when on site. Incidents should be logged on student’s profiles and if necessary reported in line with the Behaviour Consequence Ladder. **(APPENDIX C)**

Global Academy fully supports the availability of educational visits to all students and recognises that students with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate students with additional needs. However, if the safety of a student (or others) cannot be guaranteed because of their inclusion in the visit, then that student will not be included in the visit.

If behaviour is deemed to have caused risk to the student or others whilst on the trip, they may be sent home with immediate effect. Students who misbehave on educational visit risk being banned from trips. See the Educational Visits policy for more information.

11.0 The objectives of Professional Expectations and Positive Behaviour Management are to: (APPENDIX B)

- promote self-respect and raise self-esteem
- encourage self-discipline
- promote an atmosphere of mutual respect, courtesy and cooperation
- encourage pride in the Academy and in the community
- establish a clear link between rules and student welfare
- stimulate the interest of young people in their own learning, the achievements of their peers and the success of the Academy

- equip our young people with the understanding and skills needed to participate in our multi-ethnic society.

12.0 The Power to Discipline & Support

Ensuring high standards of behaviour is everybody's responsibility. When behaviour of our students falls below our high expectations, it is important that every incident of unsettled behaviour is addressed and dealt with by the member of staff responsible for supervising students at that time, or who saw and engaged with it.

There is a clear process for dealing with behaviour issues. All staff are expected to be consistent in following the process as outlined in Behaviour Consequence Ladder (**Appendix C**).

All teachers and staff in charge of students have the power to discipline. Section 89 of the Education and Inspection's Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. At the Academy, the following disciplinary measures are operational:

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

We expect every adult to:

- Be visible and uphold the academy's code of conduct in every student interaction
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Behaviour consequence poster in their classroom
- Follow the classroom behaviour management guidance for teachers in all lessons (**see Appendix J**).

Develop positive relationships with students that promote learning.

This includes:

- Greeting students in the morning and at the start of lessons
- Establishing clear routines
- Explain to students that their behaviour has consequences, encourage them to make a positive choice
- Celebrate and highlighting positive behaviour
- Concluding each lesson/day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

We do not expect to see adults behaving aggressively, shouting, humiliating, demonstrating negativity, losing control or creating 'power struggles.

12.1 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- Sending the student out of the class
- Sending the student to work in another room
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of media related opportunities
- School-based community service, such as tidying a classroom
- Referring the student to a senior member of staff
- Email or phone call home to parents
- Attitude to learning report
- Removal of the pupil from the classroom
- Internal suspension
- Suspension
- Permanent exclusions, in the most serious of circumstances

All members of staff, teaching and non-teaching, have the authority to verbally check any student who is breaking an Academy rule. If the incident requires more than a verbal check, a middle leader should be informed in the first instance. If further support is required, a member of SLT can be informed. Sanctions are recorded by teachers and support staff using Arbor.

12.2 Responding to misbehaviour from students with SEND

12.2.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

If a student 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 school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Measures may include:

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- Adjusted seating plans for students with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding specific conditions which may affect learning or access to learning
- Use of Learning Support Assistants to enable learning to take place away from some classrooms to enable students to regulate their behaviour
- Time-out cards for students to safely step away from classrooms to enable supported regulation of emotions during a moment of overload.

12.2.2 Adapting sanctions for students with SEND

- When considering a behavioural sanction for a student with SEND, the school will consider:
- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

12.2.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12.2.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12.3 Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

Restorative Justice/Practice

At Global Academy we believe that following the issuing of a sanction a restorative conversation should be held between the member of staff issuing sanction and student. Repairing the professional relationship is important in order for both parties to work successfully together within the school community. This is done when both parties are ready and facilitated by a member of the pastoral team or curriculum leaders.

Reintegration meetings

Students who have been suspended from school will not usually return to lessons until a successful reintegration meeting has been attended by both the parents/carers and the student. Readmission meetings are conducted by a member of the Senior Leadership Team.

Progress Reports

A behaviour monitoring report booklet may be issued to students for a fixed period of time to monitor achievement of personalised behaviour goals. This may be issued following concerns raised about a student's behaviour, attitude to learning or following reintegration from suspension.

Behaviour Support Plans

Behaviour support plans are designed to support teaching and support staff to understand and manage the behaviour of individual students. Therefore, key people involved in the students' progress are able to ensure they are prepared for the student to have a purposeful learning environment. A behaviour support plan may prevent misbehaviours by rewarding positive behaviour, gives staff guidelines and strategies to help students meet their goals.

12.4 Incident Reports outside lesson:

All significant incidents concerning students should be recorded on Arbor. Tutors and the Pastoral team should be notified. These incident reports are important for our records and monitoring. Please ensure all incidents and actions are recorded correctly.

12.5 Incident Reports inside lesson:

All significant incidents concerning students should be recorded on Arbor. Heads of Department, Tutors and the Pastoral team should be notified. These incident reports are important for our records and monitoring. Please ensure all incidents and actions are recorded correctly.

12.6 Involving parents/carers:

Teachers should inform the Head of Key Stage if they need to formally contact parents or guardians, regarding behaviour for learning matters. The Head of Key Stage may be aware of any issues at home, of which most of us are unaware. Parents and guardians have a right to know early whether or not their child is cooperating at Global Academy. Furthermore, most parents will apply pressure in support of Global Academy which may resolve any on-going lack of attention to work, or other unacceptable behaviour. **(APPENDIX E & F)**

12.7 Detentions:

Detentions may be set by any teacher, usually for offences such as: lateness to lesson, defiance and disruption to learning which directly impedes an individual's learning. Parents will be informed of detentions via Arbor. All detentions will involve a conversation with students and staff where the incident will be discussed. Repeated failure to attend a detention will mean that it is escalated. Detentions can take place during break, lunch or for up to one hour **after** the Academy day has finished. **(APPENDIX C)**

Department Detention 30 minutes	Head of Department/Pastoral Detention 40 minutes
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12.8 Low Alerts - Lesson Removal:

These can be used for **low level disruption**. A teacher, or learning support assistant, can remove a student who is preventing them from teaching and disturbing the learning of other students **after three verbal warnings**.

Students who are removed from a lesson will be sent to another classroom within the department or in close proximity for a cooling off period. A **low alert** group email is sent **immediately** to enable the safeguarding of the removed student. **(Appendix I)**

The lesson removal alert details will be logged by the teacher and the appropriate Middle Leader and Head of Key Stage to be informed. It is imperative that the subject teacher informs the staff on duty to which classroom the student should be escorted. Middle Leaders must regularly update their Lesson Removal Alert timetable on Teams and make it available to all staff. The likely consequence will be a detention and a restorative conversation will be logged on Arbor.

12.9 High Alerts – Truancing:

Subject teachers, supply staff and learning support assistants are responsible for completing registers promptly at the start of the lesson, following the Behaviour Consequence Ladder consistently and fairly in their lessons. A high alert email must be sent for any student who is missing from lesson and/or suspected of truancing.

Middle Leaders must oversee that appropriate behaviour management methods are being implemented consistently.

A **high alert** group email is sent when a student displays a negative behaviour type (**APPENDIX C**), **after three verbal warnings**. A sanction will be issued and parent informed via Arbor.

12.10 Plagiarism

Plagiarism will not be tolerated in any key stage or in any subject. If there is an incident where a student is suspected of plagiarism, the occurrence will be carefully investigated, and an appropriate sanction may be applied, possibly suspension.

12.11 Attitude to Learning (ATL) monitoring:

When poor ATL is displayed by a student on a regular basis, teachers must report findings via a termly data entry. Cause for concern students' ATL should be recorded during departmental meetings, shared with line manager and state which strategies will be applied to support improvements in behaviour for learning. The interventions should be logged on Arbor as an Academic note. This will be closely monitored by Heads of Departments. (**APPENDIX D**)

12.12 Permanent Exclusions and Suspensions:

Global Academy follows the statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

Students may be internally excluded and placed in Isolation. In extreme cases a student may be given an Internal or External Suspension by the Principal or the Vice Principal for Behaviour and Safety. The Principal reserves the right to permanently exclude any student if circumstances dictate that it is the most appropriate course of action to take. (**APPENDIX C**) and (**APPENDIX G**)

Suspensions lasting between 1-5 days are a reaction to more serious concerns about poor behaviour and mean that students will work at home during the period of suspension. The length of the suspension will indicate the nature of the offence and the student's previous record. Parents/carers are required to meet the Vice Principal, or their representative, at some point during the suspension period – before, during or after the completion of this sanction. Due to the serious nature of this sanction, the school will endeavour to not only send a letter home concerning the suspension, but to speak to the parent/carer as well. Suspensions are recorded on a student's personal profile.

Suspensions of over 5 days are a response to occurrences of poor behaviour which are exceptionally serious in nature. From the sixth day, the student will continue their education at an alternative provision, under supervised conditions. In some cases, the Principal may decide that a suspension is to be permanent.

For further details of this, and for more information on Exclusions generally, please refer to the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England, available to view online on the school's website

12.13 Managed Moves:

In unification with the parents/carers and receiving school, a Managed Move to another school. There is a procedure to be followed if a Managed Move is to be considered and a student is to be put forward for a panel.

13.0 Alternative Provision:

Referrals to alternative provisions will come from the Principal and VP for Behaviour and Safety in consultation with the Head of Key Stage. Referrals will be in instances of the most serious nature and continued poor behaviour over a sustained period of time.

14.0 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [Safeguarding and Child Protection Policy](#) for more information.

15.0 Regulating students' conduct outside of the Academy premises

Students' behaviour outside the Academy on school trips, sports fixtures, Global events, Global Academy events, work experience placements, travelling to and from the Academy or Global Headquarters — is subject to the Academy's Professional behaviour and/or E-Safety policy. Poor behaviour and breaches of the Global Academy policies in such circumstances will be dealt with as if it had taken place in the Academy and the suitable sanctions given.

The Academy will act on reports of misconduct which breach the Professional Behaviour and/or E-Safety Policy by any students travelling to and from the Academy and by Key Stage four students whilst wearing the Academy uniform. For behaviour outside school, but not on Academy business, the Principal may take sanctions to a pupil (including suspension) if there is a clear link between that behaviour and preserving good behaviour and discipline among the Global Academy student body as a whole, or if the Principal believes that the wellbeing or safeguarding of the student body may be compromised by a student's behaviour outside of school.

16.0 Gambling

This is not allowed.

16.1 Drugs

Disciplinary sanctions will be imposed on Globallers involved in drug-related incidents on the Academy premises or during off-site Academy activities.

The Academy regards the issue of drugs as being extremely serious and is determined to do all in its power to ensure that the Academy is a 'drug-free zone'.

Consequently, students are at risk of being permanently excluded if they are involved in any drug related incidents.

Definition 1: 'Drug related incidents' include:

- Being in possession of any amount of drugs and paraphernalia
- Selling or passing of drugs to others
- Using drugs or under the influence of drugs

Definition 2: Drugs means illegal drugs or controlled drugs

16.2 Prescribed and Non-Prescription Drugs

Some drugs which are available 'over the counter' to the general public can be harmful if misused, Paracetamol and Aspirin are examples. Students should not carry these into Global Academy. Any misuse of these drugs could lead to permanent exclusion.

16.3 Medication

The Academy regards the carrying, passing on or using of prescription drugs as a very serious matter and this could lead to permanent exclusion. If it is necessary for a student to take medication during the Academy day, the parent/guardian must inform the Academy and bring the labelled medication to the Academy reception. The medication will be placed in lockable storage with the Academy First Aider. The student should report to reception where a First Aider will administer the medication. **Students must never carry a drug, prescribed or other, on their person at Global Academy.**

16.4 Alcohol

All those liquids normally sold in an off-licence or public licensed premises, such as spirits, beers, cider etc. and which cannot legally be sold to anyone under the age of 18 years.

Any student possessing alcohol, selling or passing on alcohol to others or using alcohol may be permanently excluded.

16.5 Solvents and Other Substances

Solvents and a range of substances can be misused and therefore be harmful. Although these may not be "illegal" or "prescribed", if the Academy has evidence that they are being misused in any way by a student, which could lead to harm to themselves or others, then that student may be permanently excluded.

17.0 Confiscation

The Education and Inspections Act 2006 provides authority for a member of staff to use confiscation as a disciplinary sanction if it is lawful. That includes seizure and also, as appropriate, the retention and disposal of certain items. All staff members have the authority to confiscate mobile phones from students. When a mobile

phone has been confiscated it should be taken by the member of staff to the reception where it will be labelled and retained until it is collected.

For the confiscation to be lawful it must be proportionate and in pursuance of a legitimate aim. It would not be appropriate for a member of staff to destroy a mobile phone brought into Global Academy by a student. This would be disproportionate and unlawful. However, if chewing gum or energy drink had been confiscated, disposal of the item is a proportionate response. The general aim of confiscating property is to maintain an environment conducive to learning and to safeguard the rights of other students to be educated.

The staff member has a defence to all proceedings against him or her and is not liable for any damage or loss arising in situations when the confiscation has been lawful.

A separate provision in the Violent Crime Reduction Act 2006 makes it lawful for certain Academy staff to search suspected students for knives or other weapons without consent. The legal power of Academy staff to search students only extends to weapons. If it is felt necessary for a student to be searched for illegal drugs or stolen property that could be done by the Police rather than Academy staff.

A member of staff cannot legitimately search through a phone or access text messages without the student's permission. In some circumstances it may be reasonable for a member of staff to reveal a message for the purpose of establishing whether cyber bullying has occurred. If the student refuses, the member of staff should not enforce the instruction. The member of staff can legitimately issue a disciplinary sanction, however, for failing to follow a reasonable instruction.

At Global Academy staff will confiscate items such as:

- an item posing a threat to good order for learning, for example a student using a personal music player in class or a mobile phone
- an item against Academy uniform rules, for example a student refusing to remove non-uniform items • items posing a health or safety threat
- items which are opposed to the ethos of the Academy, for example material which might cause tension between one community and another
- items which are illegal for children to have, for example racist or pornographic material.

Smoking under the age of 16 years old is illegal. You must be 18 and over to buy cigarettes in the UK. If you're under 16 the police have the right to confiscate your cigarettes. Any cigarettes and smoking paraphernalia brought into the Academy will be destroyed. There is no acceptable reason why a student under 18 years old should bring a cigarette, vape or lighter into Global Academy. Global Academy staff should not smoke with students. **(APPENDIX C)**

18.0 Use of Force

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);

- causing personal injury to, or damage to the property of, any student (including the student themselves); or prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise

The staff to which this power applies are defined in section 95 of the Act. They are:

- any teacher who works at the Academy
- any other person whom the Principal has authorised to have control or charge of students.

This includes:

- support staff whose job normally includes supervising students such as pastoral staff.
- people to whom the Principal has given temporary authorisation to have control or charge of students, such as paid members of staff whose job does not normally involve supervising students (for example: catering or premises related staff) and unpaid volunteers (for example: parents accompanying students on Academy organised visits).

The power may be used where the student (including a student from another educational provider) is on Academy premises or elsewhere in the lawful control or charge of the staff member (for example on an Academy visit).

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

APPENDIX A: Abbreviations

Key	
Abbreviation	Meaning
ATL	Attitude to Learning
BSP	Behaviour Support Plan
CAMHs	Child Adolescence Mental Health Service
CPOMs	Safeguarding & Child Protection Software for Schools
HoD	Head of Department
PEAR	Pupils Educationally At Risk
PIP	Praise in Public
RIP	Reprimand in Private
SEND	Special Educational Needs Disability
SENCo	Special Educational Needs Coordinator
SEMH	Social Emotional Mental Health
SLT	Senior Leadership Team
SMART	Specific, Measurable, Achievable, Realistic and Timed
TAC	Team Around the Child
TAF	Team Around the Family

PROFESSIONAL EXPECTATIONS:

IN THE ACADEMY WE THANK YOU FOR...



Arriving to class on time, quietly & without fuss



Being equipped for the lesson with your planner



Placing bags under the desk



Sitting in your seat & beginning the starter question



Using appropriate and professional language



Only eating in designated areas



Not chewing gum



Leaving all outer wear in your locker



Using mobile phones when authorised

96.5%

Attending the Academy and all lessons



Using headphones when authorised



Showing respect at all times to staff & peers



Treating environments with respect & placing litter in a bin



Treating people how you would like to be treated

APPENDIX C: BEHAVIOUR CONSEQUENCE LADDER

LEVEL	During Lessons & Tutorials	Outside Lessons	Likely Outcome	Staff Responsible for Authorising
	<p>We thank you for meeting our Professional Expectations</p>		<p>Praise</p> <p>Positive Points</p> <p>Communication Home</p> <p>Jack Petchey Award</p> <p>Educational Visits</p> <p>Global HQ Opportunities</p>	<p>All Staff</p>
	<p>3 verbal warnings announced before sanctioning</p>			<p>All Staff</p>
C2	<p>Incomplete classwork/homework or Unit</p> <p>Incorrect uniform or dress code</p> <p>Repeated disruption</p> <p>Repeated defiance e.g. incorrect uniform</p> <p>Repeated use of swearing and /or inappropriate language</p> <p>Repeated off task behaviours including use of ICT, electronic devices and headphones</p> <p>Repeated negative behaviours whilst on a Head of Department ATL Progress Report</p> <p>Repeatedly wearing incorrect uniform</p> <p>Repeatedly late to lesson</p>		<p>30-minute Department detention</p> <p>Communicate incident with parents/carers via Arbor</p> <p>Lesson Removal Alert</p>	<p>Teaching Staff</p>
C3	<p>Offensive words or comments</p> <p>Truancing</p> <p>Bullying – any type</p> <p>Damage to Academy/others’ property</p> <p>Inappropriate/Dangerous/threatening behaviours - including inciting others to fight</p> <p>Racism and/or Extremism</p> <p>Inappropriate use of ICT/Social Media: including offensive communication</p> <p>Compromising the health and safety of the Academy site</p> <p>Repeated negative behaviours whilst on a Pastoral ATL Progress Report</p>		<p>40-minute Head of Department/Pastoral detention</p> <p>Communicate incident with parents/carers via Arbor</p> <p>High Alert</p> <p>Meeting with parents/carers</p> <p>Departmental Report</p> <p>Internal Suspension</p> <p>Suspension</p>	<p>Teaching and Pastoral Staff</p>

C4	Repeated bullying of any form Theft Abuse towards a member of staff including swearing Violence, fighting, dangerous or threatening behaviour Bringing in and/ or using banned items on the Academy site Bringing the Academy into disrepute, including online	Communicate incident with parents/carers via Arbor Suspension Formal Reintegration Meeting with parents/carers	Senior Leadership Team
C5	Persistent or extreme behaviour that breaks or repeatedly breaks the Academy's Professional Behaviour Policy Persistent or extreme behaviour that breaks or repeatedly breaks the Academy's E-Safety Policy Possession of a weapon or items that maybe used as a weapon Possession and/or use of illegal drugs Violence towards a member of staff Violence against another student leading to serious harm Criminal Offences	Permanent Exclusion	Principal

C4 and C5 Banned items

The Academy does not need the students' consent to search them if you think they have prohibited items, including:

- Weapons, e.g. knives, blades, catapults, guns of any kind
- Alcohol, solvents
- Illegal drugs, legal high drugs and paraphernalia
- Stolen goods
- Tobacco products, e.g. cigarettes, e-cigarettes, smoking paraphernalia and shisha pens
- Offensive material, extremist, homophobic, racist or pornographic images or literature (of any kind, e.g. naked pictures, [videos](#) as well as extreme adult material)
- Fireworks, matches, lighters, pepper spray, dangerous chemicals or any explosives etc.
- Anything that has been, or is likely to be, used to cause injury or commit an offence
- Anything banned in the school rules

Note: The Academy reserves the right to confiscate cameras, smart tablets, laptops or mobile phones and to delete any unauthorised pictures or video recordings of students or staff. **These items can be confiscated.**

APPENDIX D: Attitude to Learning Definitions (ATL)

Please see below the definitions for Global Academy students Attitude to Learning (ATL) scores. These are based on professional judgement and best fit. Students **do not** have to meet all of the criteria to be awarded a specific score.

ATL 1 – Outstanding

- Punctual to every lesson
- Meets every deadline
- Consistently completes class and homework to a high standard
- Extra independent research is evident
- Brings all appropriate equipment to lesson
- Respects the teacher and others in the class
- Checks student portal all of the time
- Consistently takes part in a range of extracurricular activities
- Excellent attitude in lessons, exemplified by paying attention in class, hardworking, giving 100% effort
- Correct full uniform at all times
- Excellent team player
- Passionate to do well in all lessons

ATL 2 – Good

- Evidence of independent research outside of lessons
- Punctual to every lesson
- Tries their best to meet their targets
- Hardworking and completes all class and homework to the best of their ability
- Respectful to the teacher and others in the class
- Uses the student portal
- Does some extracurricular activities
- Is proud to be a Global Academy student
- Meets deadlines
- Respects the learning of other students
- Good effort in all classes
- Correct full uniform at all times
- Good team player

ATL 3 – Requires Improvement

- Class and homework are not always completed to a good enough standard
- Low level disruption in class
- Not organised and often comes to lesson without appropriate equipment
- Distracted and distracts others' learning in lesson.
- Student is sometimes given verbal warnings during lessons
- Occasionally gets detentions

- Sometimes forgets equipment/homework
- Contributes some ideas in group or classwork, but relies on others
- Not always doing their homework
- Not achieving their target levels
- Often late to lessons

ATL 4 – Inadequate

- Rarely meets deadlines
- Little enthusiasm or contribution in lessons
- Constantly issued an Incident or Lesson Removal Alert
- Late to lessons
- Completes very little or no class work or no homework
- Hardly comes to lesson with appropriate equipment
- Distracts others' learning and does not focus for the majority of the time
- Disrespectful to teacher and other students
- Gets detentions regularly
- Poor attendance for non – medical and unauthorised reasons
- Incorrect uniform

APPENDIX E: Home School Agreement for KS4 (signed virtually when accepting a place during the admission process)

Lights Global Academy will:

- have high expectations of students in terms of learning, commitment to the creative industry, behaviour and appearance
- provide a pastoral system to support, monitor and care for each student
- monitor students according to our Safeguarding, E-safety and Professional Behaviour policy and endeavour to keep everyone safe
- contact parents if there is a problem with attendance, punctuality or equipment
- inform parent and student about matters that affect academic and pastoral progress
- respond promptly to parental and student concerns
- provide a broad, balanced traditional and industry focused curriculum
- create opportunities for students to develop their professional industry practice such as Youth's Choice, work experience, g: Talks and more!
- set and monitor classwork and assessment as appropriate to each subject
- provide regular academic and pastoral progress reports for parents
- arrange Parents' Evenings during which progress will be discussed
- keep parents informed about school activities through a variety of methods including Arbor, social media, e-mail and text, the school website, Information Events and the school calendar

Camera... The Parent/Guardian will:

- ensure that their child attends Global Academy regularly as required by law
- ensure that their child arrives at school **on time**, is correctly equipped for learning, is wearing full correct uniform according to the policy provided
- **notify the school of any absence by calling the absence hotline (020 3019 9000) before 8.00am every morning that their child is absent from school**
- comply with the Attendance policy on Leave of Absence unless there are exceptional circumstances which have been discussed with the school in advance
- ensure that **no** holidays are arranged to occur during term time
- support the school in ensuring their child understands and follows the Professional Behaviour Policy
- ensure that the school is made aware of any significant concerns or problems which might affect their child's learning, behaviour or well-being
- talk to the school if they have any concerns regarding the safeguarding or safety of any student
- support the school's policies and procedures in relation to attendance, punctuality, E-safety, discipline and behaviour
- support their child in completing classwork, assessment and enrichment activities to the best of their ability, assisting them in planning their weekly schedule and restricting excessive out of school commitments
- keep up to date with what your child has to do in terms of work and assessment
- attend Parents' Evenings and Information Events relevant to their child
- encourage their child to take part in extra-curricular activities and actively support their participation
- monitor use of social media and enforce good E-safety practice

- ensure that their child does not bring Global Academy or Global Media Ltd. into disrepute, including online and at events

Action The Student will:

- be passionate about developing themselves for a career in the Creative Media Industry
- **attend all lessons on time and achieve a minimum overall good attendance, as required by law**
- sign in on arrival and sign out when leaving the premises before the end of school
- check their school email and Canvas daily
- complete work set by all teachers by the deadlines set
- arrive on time and bring all equipment needed for the day
- wear the correct full school uniform according to the guidance provided, including wearing lanyards with student ID clearly displayed
- follow the Professional Behaviour policy and instructions regarding mobile phones
- talk to a parent, teacher or the pastoral team about any significant concern or problem
- talk to the school about any concerns regarding their safety or the safety of others
- be respectful, listen to staff and follow instructions
- concentrate in lessons, complete classwork, extension and enrichment activities to the best of their ability
- meet all assessment deadlines by the specified date
- enable fellow students to learn in a calm and ordered environment
- achieve an Attitude to Learning grade of 1 or 2 for each subject
- be a responsible and committed member of the school community, getting involved in a range of industry events, school activities and always considering the needs of others
- **not bring Global Academy or Global Media Ltd. into disrepute, including online and at events**
- not act in a manner that may lead to the injury, hurt or discrimination of another student or member of staff This includes actions against Protected Characteristics in person or on-line

Persistent failure to adhere to this agreement may result in the school reconsidering the student’s place at The Global Academy.

Students who have a significant percentage of unauthorised absences on their profile and/or attain Attitude to Learning grades of 3 or 4 will NOT be eligible for external Global Media Ltd or Industry Partners events or opportunities.

By accepting a place at Global Academy parent, carers and students agree to the Home School Agreement and policies in full set by the Academy.

Students name:	Date:
Student signature:	Date:
Parent/Carer name:	Date:
Parent/Carer signature:	Date:

APPENDIX F: Home School Agreement for KS5 (signed virtually when accepting a place during the admission process)

Lights Global Academy will:

- have high expectations of students in terms of learning, commitment to the creative industry, behaviour and appearance.
- provide a pastoral system to support, monitor and care for each student.
- monitor students according to our safeguarding policy and endeavour to keep everyone safe.
- contact parents if there is a problem with attendance, punctuality or equipment.
- let parents know about any concerns or problems that affect a student's academic progress or behaviour.
- respond promptly to parental and student concerns.
- provide a broad and balanced traditional and industry focused curriculum.
- create opportunities for students to develop their professional industry practice such as Youth's Choice, work experience and more!
- set and monitor classwork and assessment as appropriate to each subject.
- provide regular academic and pastoral progress reports for parents.
- arrange Parents' Evenings during which progress will be discussed.
- keep parents informed about school activities through a variety of methods including social media, e-mail and text, the school website, information events and the school calendar.

Camera... The Parent/Guardian will:

- ensure that their child attends Global Academy regularly as required by law.
- ensure that their child arrives to lessons **on time**, is correctly equipped for learning, is wearing professional dress according to the uniform policy provided.
- **notify the school of any absence by calling the absence hotline (020 3019 9000) before 8.00am every morning that their child is absent from school.**
- comply with the Attendance policy on Leave of Absence unless there are exceptional circumstances which have been discussed with the school in advance.
- ensure that **no** holidays are arranged to occur during term time.
- support the school in ensuring their child understands and follows the "Professional Behaviour Policy".
- ensure that the school is made aware of any significant concerns or problems which might affect their child's learning, behaviour or well-being.
- talk to the school if they have any concerns regarding the safeguarding or safety of any student.
- support the school's policies and procedures in relation to attendance, punctuality, E-safety, discipline and behaviour.
- support their child in completing classwork, assessment and enrichment activities to the best of their ability, assisting them in planning their weekly schedule and restricting excessive out of school commitments.
- keep up to date with what your child has to do in terms of coursework and assessment
- attend Parents' Evenings and Information Events relevant to their child
- encourage their child to take part in extra-curricular activities and actively support their participation.
- monitor use of social media and enforce good E-safety practice.
- ensure that their child does not bring Global Academy or Global Media Ltd. into disrepute, including online and at events.

Action The Student will:

- be passionate about developing themselves for a career in the Creative Media Industry
- Check their school email and Canvas daily
- **attend all lessons on time and achieve good attendance as required.**
- sign in on arrival and sign out when leaving the premises before the end of school.
- Complete work set by all Pathway Teachers by the deadlines set
- Physically register for all timetabled lessons and events with teacher
- Meet a minimum of once per term with their Media Mentor
- arrive on time and bring all equipment needed for the day, wear the correct dress code according to the guidance provided
- follow the Professional Behaviour policy
- talk to a parent, teacher or the Pastoral team about any significant concern or problem
- talk to the school about any concerns regarding their safety or the safety of others
- listen to staff and follow instructions
- concentrate in lessons and complete classwork, extension and enrichment activities to the best of their ability
- meet all assessment deadlines by the specified date
- enable fellow students to learn in a calm and ordered environment
- be a responsible and committed member of the school community, getting involved in a range of industry and school activities and always considering the needs of others
- **not bring Global Academy or Global Media Ltd. into disrepute, including online and at events**
- not act in a manner that may lead to the injury or hurt of another student or member of staff. **This includes actions of a physical, emotional, sexual, racial or cyber nature in person or on-line**

Persistent failure to adhere to this agreement may result in the school reconsidering the student’s place at The Global Academy.

Students who have a significant percentage of unauthorised absences on their profile and/or attain Attitude to Learning grades of 3 or 4 will NOT be eligible for external Global Media Ltd or Industry Partners events or opportunities.

By accepting a place at Global Academy parent, carers and students agree to the Home School Agreement and polices in full set by the Academy.

Student name (print):	
Student signature:	Date:
Parent signature:	Date:
Sixth Form Mentor signature:	Date:

APPENDIX G: Behaviour Management Levels

Behaviour management strategies to support learning.

C2 – Subject Teachers

- Professional Expectations (**APPENDIX B**)
- Behaviour for learning strategies
- Set SMART targets for students with an ATL of three or four during lesson
- Restorative methods
- Review impact of strategies after 2 lessons
- If two Lesson Removal low alerts are issued to the same student follow up with verbal communication to parents and/or issue a Department ATL progress report
- Access SENCo support for students on the SEND register.
- Record behaviour incident/Academic note details on Arbor
- Apply Behaviour Support Plan/SEN Support Plan

C3 – HoDs, Pastoral Team & SENCo

- Review Home School Agreement
- Department ATL Progress Report
- Departmental formal parent meeting
- Behaviour focused 5-minute lesson plans
- Round robin
- Half termly ATL data monitoring
- Monitoring misbehaviour and positive behaviour incidents
- Pastoral ATL Progress Report
- Review Behaviour Support Plan/SEN Support Plan
- Personal Support Programme (PSP)
- Early Help Referral

- SENCo support if student is on SEND register
- Pastoral team seek support from external agencies/Careers
- Record behaviour incident/Pastoral note details on Arbor

C4 – Senior Leadership Team

- Ongoing cause for concerns following Early Help Assessment reviews/PSP review meetings
- SLT ATL Progress Report
- Academic and Pastoral Concern Contract
- Formal Academic and Pastoral Concern review meeting
- Referral to external agencies
- Formal reintegration meeting with parents and student to review progress and agree next steps
- Alternative education
- Admissions Service
- LA exclusion permanent panel
- Record details on Arbor

APPENDIX H: Rewards Ladder

LEVEL	During Lessons (including Tutorials)	Outside Lessons	Reward	Staff Responsible for Authorising
R1	<p>Improved work ethic Excellent work in class Excellent home learning</p> <p>Active participation in the lesson</p> <p>Being particularly helpful (assisting in the organisation – overseeing equipment, tidying up etc.)</p>	<p>Being helpful Being kind and considerate towards others Excellent role model</p>	<p>Clean Slate</p> <p>PIP - Praise in Public</p> <p>1 Reward point</p>	All Staff
R2	<p>Any typical R1 behaviour sustained over a period of several lessons</p> <p>Excellent work in a unit or project</p> <p>Subject Student of the Week</p> <p>Assisting the Academy community (Open Evening, Parent Evening etc.)</p>	<p>Regular attendance at an extracurricular activity</p> <p>Participating in a Global event</p>	<p>PIP – Praise in Public</p> <p>2 Reward points</p>	All Staff
R3	<p>Excellent Attitude To Learning scores from progress reports</p> <p>Global Academy nominations</p> <p>Key Stage Student of the Term</p> <p>No negative behaviour points in a ½ term 100% attendance for a ½ term Excellent punctuality in a ½ term</p> <p>Representing Global Academy</p>		<p>Postcard</p> <p>3 Reward points</p>	Heads of Department Pastoral Team
R4	<p>Excellent effort, achievement and/or service to the Academy</p> <p>Excellent performance and/or service to the Academy</p>		<p>Formal Letter home</p> <p>Attend a Global event</p> <p>4 Reward points</p>	SLT
R5	<p>Continued outstanding effort, achievement and/or service to the Academy</p> <p>Exceptional performance and/or service to the Academy</p>		<p>Formal Letter home</p> <p>Attend a Global event</p> <p>5 Reward points</p>	SLT

APPENDIX I: Internal Suspension

Consequence Day Procedures

- Attend school at 8:45am.
- Students may complete a Reflection Sheet.
- All work is to be completed in complete silence.
- Respect will be shown to others and their learning environment at all times.
- No personal electronic devices during lesson time. Devices will be confiscated and returned at appropriate times.
- Full correct uniform is to be worn at all times.
- No chewing gum.
- Toilet breaks will be granted at the discretion of the member of staff, with the hope that students will only go at break and at lunch, although it may be around these times to avoid other students.
- Poor behaviour during the consequence day may result in a suspension with a member of SLT.
- Students who work well will depart at 3:00pm. Students who do not will be kept in detention until 3:30pm.
- If you bring your own lunch and water, the following items are banned: sweets, fizzy or energy drinks.
- If you have not brought lunch, or are entitled to Free School Meals (FSM), a packed lunch will be delivered from the canteen. If you are not a FSM student, your meal will be charged to your account. You will be able to select a sandwich meal.
- If your packed lunch contains an item you are not allowed, it will be confiscated and a packed lunch will be provided by the canteen and charged to your account.

APPENDIX J: Classroom Behaviour Teacher Guidance

Step 1: Choice

Step 2: Choice

Step 3: Sanction

Step 4: Lesson removal

Step 1: Speak to student quietly and individually. Give choice to correct behaviour with no consequence.

Step 2: Speak to student quietly and individually. Give choice to correct behaviour with warning of detention.

Step 3: Advised. 30-minute detention issued at the end of lesson. **Log behaviour incident and detention on Arbor**

Step 4: Send High Alert email, stating students name, room removed. Restorative conversation as appropriate, with Head of Department or Head of Key Stage. **Log behaviour incident and detention on Arbor**