

## BEHAVIOUR MANAGEMENT POLICY

### 1 Introduction

1.1 Globe Academy is committed to providing an environment where pupils, staff and visitors feel safe, happy, accepted and integrated. It is important that an orderly framework is maintained in which effective teaching and learning can take place.

1.2 Globe Academy has an important position in the wider community, educating the young citizens of tomorrow to ensure that they can take a positive and proactive role within their community in the future. It is important that the individual has a high self-esteem and confidence reflected through a good education, smart school uniform and working in a high quality learning environment.

### 2 Aim

2.1 The Behaviour Policy determines the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

2.2 Overall, the policy will:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behaviour and respect for others and prevent all forms of bullying among students;
- Ensure a high standard of student behaviour which is conducive to learning.

2.3 Students should be encouraged to develop:

- Respect for others; their feelings, opinions, cultures, limitations and the right to their individuality;
- Respect for themselves; pride in their own achievement and that of their fellow pupils, high standards of dress and behaviour and the desire to produce their best work at all times;
- Respect for the environment; their own, the Academy and other people's property and the community in which we live; and
- The belief that each individual can make a difference by their contribution to their local, national and global community.

### 3 Expectations

Our expectations of pupils, staff and parents are set out in the academy's Home-School Agreement. These are set out below.

#### **Student responsibilities:**

To follow the **Globe Academy Code of Conduct** as set out below:

- Always wear the correct academy uniform.
- Be prepared to work in lessons with the correct equipment and student planner.

- Be prepared for lesson with the appropriate attitude.
- Always behave appropriately and show respect for your teachers, other adults and other students. Be courteous and respectful to others at all times
- Listen to the teacher and work to the best of your ability, making the most of all learning opportunities.
- Never fight with or bully other students.
- Take care of your environment. Do not litter or damage school property
- Complete all classwork and homework to a high standard.
- Attend school every day and be punctual for school and lessons.
- Work cooperatively as part of a group.
- Tell a member of staff if you have a problem at the appropriate time.
- Take home all letters and complete all sanctions (such as detention).

### **Staff responsibilities**

All staff will:

- Expect and encourage the highest standards of behaviour in the classroom and around the academy
- Reward and confirm positive behaviour at every opportunity.
- Make expectations clear when asking students to follow instructions
- Use the behaviour management procedures to ensure a consistent approach to managing student behaviour
- Remain calm and avoid confrontational behaviour with students
- Monitor uniform standards and ensure the correct equipment is brought to school
- Encourage a sense of pace by being at the appropriate place to ensure students move quickly to lessons
- Monitor attendance and punctuality

### **Parent Responsibilities**

It is important that parents understand and support the academy's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school. Parents/guardians play a key role in encouraging good behaviour by supporting the behaviour policy and student code of conduct.

Parents' responsibilities are to:

- Encourage your child to behave appropriately at all times, in and outside school
- Ensure your child attends school punctually, dressed in the academy uniform and properly equipped, every day, for each full term, throughout the year.
- Check that your child's homework is completed to a high standard every evening
- Use the planner to communicate with staff where necessary
- Read and respond to all letters from the academy
- Attend parents' events to support your child
- Actively support the academy's behaviour policy, including any sanctions
- Establish and maintain good relationships with staff at the academy

#### 4 Responses to misbehaviour

Sanctions are only effective if used consistently and appropriately. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students.

Confrontation is not an effective or appropriate way to solve a problem.

Teachers are expected to deal with the following in the first instance:

- Attendance and punctuality to lessons
- Equipment
- Organisation of work
- Monitoring of effort and achievement
- Monitoring of homework
- Chewing in class
- Removal of outdoor clothing
- Manners
- Litter/care for the environment
- Bad language
- Mobile telephones and other electronic devices (these are not allowed in the academy)

Teachers should make every effort to solve any discipline problems themselves as they arise. The option of referral should not be taken too quickly. In certain circumstances referral may be necessary and staff should not hesitate to ask for guidance and assistance from more experienced colleagues. Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems but it is a mistake to pretend all is well, when it is not.

#### 5 Behaviour needing a referral

Teachers are expected to refer students to the appropriate person for the following:

- disrupts the education of peers;
- does not allow the teacher to teach; or
- undermines the calm respectful ethos of the Academy.

**Senior leadership** should be involved for:

- Using offensive language to a member of staff
- An assault on a member of staff or another student
- Fights between students
- Bringing any kind of weapon into school
- Theft
- Vandalism
- Truancy
- Wilful disobedience
- Smoking/drug/alcohol abuse

## 6 Rewards and sanctions

Praise and rewards motivate pupils and to build a culture of achievement and success. We use merit points and other rewards and pupils are familiar with how these are earned.

Similarly there are escalating sanctions for poor behaviour which include the imposition of detentions and isolation from fellow pupils for short or longer periods depending on the severity of the poor behaviour. Sanctions will be discussed with parents whom we hope will support the academy should it need to impose such measures.

Sanctions and support include:

- Detention at break, lunchtime, after school or on Saturdays
- Internal isolation for a specified period
- Homework report
- Uniform Report
- Planner Report
- Report to Form Tutor
- Report to Head of Year
- Report to Head of Small School
- Report to Principal/Associate Principal
- Fixed Term Exclusion
- Permanent Exclusion

## 7 Anti-Bullying Policy

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. **Bullying is unacceptable and will not be tolerated in or outside the academy.**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft);
- verbal (name calling, racist remarks); and
- indirect (spreading rumours, graffiti about the person, excluding someone from social groups).

Verbal and indirect bullying may include electronic or cyber bullying using PCs, email, social networking, mobile phones and other devices. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, loss of concentration or truanting from school. Students must be encouraged to report bullying in schools.

All staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

To prevent bullying the academy will:

- seek to identify bullies,
- address the needs of individual children, both bullies and victims,
- provide a consistent response to bullies and their victims,
- implement a system to deal with different degrees of bullying,
- secure clear agreement among all the adults involved on the steps forward,
- provide time during the academy's in-service training programme to discuss issues associated with children's physical, social and educational well-being, and
- disseminate the academy's anti-bullying policies and procedures throughout the school.

### Responses to bullying

Teachers may take the following steps when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- a clear account of the incident will be recorded and given to the small school head and safeguarding officer;
- the Head of Year or Small School Head interview all concerned and will record the incident;
- form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers;
- parents will be kept informed; and
- punitive measures will be used as appropriate and in consultation with all parties concerned.

**Students who have been bullied** will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice;
- reassuring the student;
- offering continuous support; and
- restoring self-esteem and confidence.

**Students who have bullied** will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong doing and need to change; and
- informing parents to try to change the attitude of the student.

The following disciplinary steps can be taken:

- official warnings to cease offending;
- detention;
- exclusion from certain areas or facilities of the academy or activities;
- minor fixed term exclusion;
- major fixed term exclusion; and
- permanent exclusion.

