



Ark Globe Academy

Date of last review: 8 November 2022

Behaviour Policy

Introduction

Ark Globe Academy is committed to providing an environment where all feel safe, accepted and able to thrive. We educate our students not just for academic success but also to be positive and pro-active young people who show concern and responsibility for others and the world around them. These ambitions are underpinned by the Ark Globe Culture Pyramid.



Our behaviour policy is in place to ensure we live the values of the Ark Globe Culture Pyramid and in doing so achieve our mission of preparing students for university and to be leaders in our community. This means our behaviour policy takes into consideration how students' behaviour affects themselves, the school and the wider community.

Aim

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.

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.
- Ensure the school environment is safe and welcoming of all.

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 peers, high standards of dress and behaviour, through self-regulation, 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.

Expectations

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

Student responsibilities:

To follow the Ark 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, student planner and reading book.
- Be prepared for lessons 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 home learning 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
- Refer any malpractice through the Whistleblowing Policy

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

Responses to misbehaviour

Sanctions are only effective if used consistently and appropriately. We have a C-Point System (Correction-Point system) to address misbehaviour. This ensures that there is a consistent approach towards misbehaviour.

The details of this are included in the table below:

C1 (1 POINT)	Initial warning for low level behavioural concern (class teacher)
C2 (5 POINTS)	30 minute detention by subject teacher / Learning Family Lead (higher level class teachers' sanction)
C3 (10 POINTS)	1 hour detention with subject teacher or 5pm detention held by Faculty Assistant Principal, Head of School or Dean
C4 (20 POINTS)	Internal Exclusion or Extended Detention
C5 (50 POINTS)	Fixed-Term Suspension

The detail of the Correction Point system are outlined below:

C1	<ul style="list-style-type: none"> • No equipment / planner • Incorrect uniform • Talking when the teacher is talking • Eating in class • Chewing in class • Calling out in a lesson • Distracting others • Disrespecting others • Not following instructions
C2 Requires intervention from the class teacher or Dean	<ul style="list-style-type: none"> • Late to lesson • Late to school • Persistent C1 behaviours • Failing to hand in or incomplete homework • Swearing • No PE kit for PE • Failure to follow instructions • Inappropriate corridor behaviour • Unprofessional behaviour
C3 Requires intervention from the class teacher or Head of School	<ul style="list-style-type: none"> • Persistent C3 behaviours • Failing to attend a C2 detention • Truancy • Serious inappropriate behaviour • Inappropriate use of study space
C4 – Internal Exclusion or Extended Detention, including the removal of unstructured time Requires intervention from the Senior Leadership Team	<ul style="list-style-type: none"> • Persistent C3 behaviours • Failing to attend a 5pm detention • Playfighting • Fighting • Bullying • Racist, homophobic, transphobic remarks • Extreme defiance • Inappropriate use of technology or social media • Other behaviours that the school considers warrant a C4 sanction.
C5 – Fixed Term Suspension	<ul style="list-style-type: none"> • Persistent C4 behaviours

Requires intervention from the Vice Principal or the Principal	<ul style="list-style-type: none"> • Severe inappropriate behaviour • Aggression or violence • Bringing the Academy into disrepute • Possession of banned substances • Vaping or Smoking • Other behaviours that the school considers warrant a C5 sanction.
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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 using the C Point system. The option of escalation to someone more senior should not be taken too quickly. In certain circumstances, especially when misbehaviour is beyond a C2 level, 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. Reasonable adjustments, and decisions, are made to ensure that expectations of children who have special educational needs and/or disabilities are appropriate and fair.

Behaviour needing a referral

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

- conduct that disrupts the education of peers and/or may be a genuine safeguarding concern;
- conduct that does not allow the teacher to teach; or
- conduct that undermines the calm, respectful ethos of the Academy.

Senior leadership should be involved when there has been:

- offensive language to a member of staff
- an assault on a member of staff or another student
- Fights between students
- any kind of weapon has been brought into school
- theft
- vandalism
- truancy
- wilful disobedience
- smoking/vaping/drug/alcohol abuse
- an inability to safeguard a student due to their breach of the behaviour policy

Behaviour that could lead to a loss of place at the school

In order to keep all members of the school community safe, the following behaviours may lead to a child no longer being educated onsite:

- Bringing people from outside of the school to the school gate to deal with issues between students;
- Possessing a weapon or using an object as a weapon;
- Serious misuse of social media, including threatening or sexualised behaviour;
- Bringing illegal or banned substances into school

Rewards and sanctions

Praise and rewards motivate pupils and build a culture of achievement and success. We use G Points to reward positive behaviour and Globe Growth to demonstrate a growth mind-set; weekly Principal's Lunch and Purple Globe Growth rewards trips help to positively reward exemplary behaviour. The details of these are included in the table below:

<p>G1 Issued by all staff</p>	<p>Good work Good effort Displaying a growth mindset Applying values of the culture pyramid Being kind to others Displaying a growth mindset Excellent organisation of planner</p>
<p>G2 Issued by all staff</p>	<p>Consistently good in class Excellent home learning Excellent presentation in class Positive email / correspondence received Working well with others Star of the lesson</p>
<p>G3 Issued by all staff</p>	<p>Issued by subject teacher Displaying independence Representing the academy in a positive manner Consistent extra-curricular attendance Excellent assessment results</p>
<p>G4 Issued by SLT</p>	<p>Adding value to the globe community Exceptional performance External representation</p>
<p>G5 Issued by the Principal</p>	<p>Principal's lunch Positive contribution to the local community Principal / local community acknowledgement</p>

Similarly, there are escalating sanctions for poor behaviour, using C Points, which include the imposition of detentions and separation from fellow students 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 separation for a specified period
- Homework report
- Uniform Report
- Planner Report
- Report to Learning Family Lead
- Report to Dean of Small School
- Report to Head of Small School
- Report to Principal/Associate Principal
- Student Behaviour Panel
- Fixed Term Suspension
- Permanent Suspension

Sixth Form Sanctions

Students within the Sixth Form are given increased freedoms and with that comes a greater level of responsibility for their behaviour and conduct. As such, sanctions are adjusted for the Sixth Form as detailed below:

Attendance and Punctuality	Lateness, including late return from lunch: Detention until 16:30 Failure to follow Sixth Form absence protocol: Detention until 17:00.
Uniform and Equipment	Uniform infringement and lack of equipment: Detention until 17:00
Conduct	Unprofessional behaviour in the study room or around the Academy: Detention until 17:00

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 Dean of Students or Head of School 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 through C point sanctioning to cease offending;
- detention;
- exclusion from certain areas or facilities of the academy or activities;
- student behaviour panel;
- Internal parking room (GPS) and internal exclusion centre (IEC);
- fixed term exclusion; and
- permanent exclusion.

Dealing with a serious incident

When a serious incident has occurred, students involved or thought to be involved will be removed from lesson so that the incident can be investigated thoroughly. This can be a time-consuming process but is necessary to ensure that students are safe and not at risk.

Students will normally be placed in the internal parking system, in the GPS (Globe Parking System) or in the office of a senior member of staff. Statements will be taken and, once a decision has been reached, parents of those students receiving an internal exclusion or fixed term suspension will be contacted.

Internal exclusions and fixed term suspensions will be signed off by the Associate Principal and/or Executive Principal.