



# Ark Globe Academy

*Date of last review: 1 November 2021*

## 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:

<b>Consequences for negative conduct</b>		
<b>‘C’ Point Sanctions</b>	<b>C1 (1 point)</b> Initial warning for low level behavioural concerns (class teachers' sanctions)	
	<b>C2 (5 points)</b> 30 minute detention issues by subject teacher/Learning Family Lead (higher level class teachers' sanctions)	
	<b>C3 (10 points)</b> 1 hour detention held by Faculty Assistant Principal, Head of School or Dean as appropriate (Subject Leader, Assistant Principal or Dean sanctions)	
	<b>C4 (20 points)</b> Internal Exclusion and/or Head of School 5pm detention (Head of School/Assistant Principal sanctions)	
	<b>C5 (50 points)</b> Fixed-term exclusion (Principal/ALT sanction)	
<b>C1</b> Initial warning for low level behavioural concerns (class teachers' sanctions) <ul style="list-style-type: none"> <li>• No equipment/planner</li> <li>• Incorrect uniform without a note</li> <li>• Talking when teacher is talking</li> <li>• Eating or chewing</li> <li>• Calling out in a lesson</li> <li>• Distracting others</li> <li>• Showing disrespect to others</li> <li>• Not following instructions promptly</li> <li>• Not following the seating plan</li> <li>• Poor behaviour in the corridor</li> <li>• Cussing/verbal provocation towards another student</li> </ul>	<b>C2</b> 30 minute detention issues by subject teacher/Learning Family Lead (higher level class teachers' sanctions) <ul style="list-style-type: none"> <li>• More than 5 minutes late to school or lesson</li> <li>• Persistent C1 behaviours</li> <li>• Failing to hand in or incomplete homework</li> <li>• Inappropriate behaviour causing lesson disruption</li> <li>• Swearing</li> <li>• Continual poor presentation of work</li> <li>• Persistent lack of equipment</li> <li>• Covid-19 inappropriate behaviour</li> <li>• No PE uniform for PE</li> </ul>	<b>C3</b> 1 hour detention held by Faculty Assistant Principal, Head of School or Dean as appropriate (Subject Leader, Assistant Principal or Dean sanctions) <ul style="list-style-type: none"> <li>• Persistent C2 behaviour</li> <li>• Persistent C2 Covid-19 behaviour</li> <li>• Failing to attend C2 detention</li> <li>• Truancy from lessons</li> <li>• Serious inappropriate behaviour (could trigger C4 sanction)</li> <li>• Wearing PE uniform on a non-PE day</li> </ul>
	<b>C4</b> Internal Exclusion and/or Head of School 5pm detention (Head of School/Assistant Principal sanctions) <ul style="list-style-type: none"> <li>• Persistent C3 behaviours</li> <li>• Failing to attend C3 detention</li> <li>• Persistent truancy more than 2 lessons</li> <li>• Fighting (including playfighting)</li> <li>• Bullying and peer-on-peer abuse (including online)</li> <li>• Racist or homophobic remarks</li> <li>• Swearing/abuse towards members of staff</li> <li>• Serious abuse of/using technology</li> </ul>	<b>C5</b> Fixed-term suspension (Principal/ALT sanction) <ul style="list-style-type: none"> <li>• Persistent C4 behaviours</li> <li>• Smoking or vaping</li> <li>• Severe inappropriate behaviour</li> <li>• Aggression and violence</li> <li>• Bringing the school into disrepute</li> </ul>

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

### 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:

G1 - 1 Point	G2 - 5 Points	G3 - 10 Points	G4 - 20 Points	G5 - 50 points
Issued by Subject Teacher	Issued by Subject Teacher	Issued by Subject Teacher	Issued by SLT/ALT	Issued by ALT and Principal
Good work	Consistently good work in class	Displaying independence	Adding value to the Globe community	Principal/local community acknowledgement
Good effort	Excellent completion of home learning	Representing the Academy in a positive manner	Exceptional performance	Positive contribution to the local community
Displaying a growth mind-set	Positive email/correspondence received	Consistent extra curricular attendance <small>(attend once a week every term)</small>	External representation	Selected for the Principal’s lunch awards
Making a positive contribution	Working well with others	Excellent assessment results		
Applying the values of the Culture Pyramid in class	STAR of the lesson			

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

### 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.