BEHAVIOUR POLICY & PROCEDURE

Introduction

Global Make Up, Hair and Productions Academy (Global) provides alternative education for students in Manchester, Liverpool, who, for a variety of reasons, are unable to sustain a place in mainstream school or have recently left school and are seeking the next chapter in their education, and those classified as NEET (Not in Education, Employment, or Training), This includes students who are permanently excluded, those at risk of exclusion, those with EHCPs, students aged 16+ looking for further education, and a number of students with social anxiety and mental health issues. Most of these students are experiencing emotional and behavioural difficulties and/or looking to further their skills in specific career pathways.

We believe that recognising positive achievement and recognising positive change in behaviours will not only uplift our students but also develop an understanding of how we choose our delivery methods in the classroom.

At Global, we strive to provide a stimulating and motivational environment to:

- Improve self-concept, including self-image, self-esteem, and awareness, by embedding these principles into all lesson plans and activities delivered in the classroom.
- Widen the variety of experiences relating to the adult world of work in stimulating education, work-based learning, and placement settings.
- Increase human interaction and improve tolerance and teamwork.
- Encourage increased attendance through the provision of a positive, stimulating, caring, and relaxed environment within all our centres.
- To showcase and implement delivery in promoting the development of social skills, and responsible positive attitudes towards self and others.
- Encourage personal awareness and confidence in a variety of settings.
- Provide students with placements in industry, sharing invaluable experience and guidance towards dream careers in makeup, hair, film, photography, self-employment, and more.
- Encourage good behaviour and respect for others.
- Promote among students, self-discipline and proper regard for authority.

Our Approach to Behaviour

At Global, we aim to help students learn new ways to modify their behaviour, enabling access to a variety of personal and social experiences that challenge anti-social and unacceptable behaviour. This can be by manipulation of the consequences of

behaviour in a systematic way. Through teaching, positive re-enforcement and utilising role models, we believe that improved behaviour can be achieved both in learning centres and work-related environments.

Many students at Global have displayed inappropriate behaviour in mainstream schools, what has limited their chances of accessing the curriculum, restricted achievement and affected their enjoyment of others. For successful reintegration into mainstream school, transition to Further Education (FE) College, or training, students must recognise that society demands a socially acceptable code of conduct, which, in the workplace, also ensures the Health and Safety of themselves and colleagues.

Global strives to facilitate this positive change both in our centres and on work placements, where students become aware of appropriate behaviour through observation and teaching.

Global ensures equal opportunities for all young people, regardless of their differing levels of need, age, gender, ethnic, social, or cultural background, religion, or minority interest.

Implementation

Every student has the right to access a quality education and training programme. To achieve this, problem behaviours need to be minimised so they will not adversely affect the general climate of learning and progress.

A positive ethos within the programme should be maintained. It is expected tasks will be completed and progress made.

General Academy Environment

Our centres will be kept clean, in good repair, and as attractive and stimulating environments where people and property are valued. Recognition will be given to all aspects of student success and achievement, with opportunities actively sought for positive reinforcement through:
- Verbal praise
- Certificates and prizes
- Positive letters and telephone calls to parents/carers

Praising and rewarding good behaviour, is vital for developing student's self-esteem. In line with our discipline procedures, posters reinforcing good behaviours and unacceptable behaviours, will be visible in classrooms. Rewarding includes praise and thanks for what may sometimes seem minor acts or actions.

Behaviour Management

Global prides itself on the safety and behaviour of the young people we work with and will not tolerate persistent poor behaviour.

To help manage this, we use a Consequence System designed to address and eliminate poor behaviour within Global. If students do not demonstrate acceptable behaviour during lessons at the Academy, the following sanctions will be applied fairly, ensuring students have opportunities to modify their behaviour before receiving any serious sanctions. Sanctions will be applied in line with the consequence system outlined below. Where possible, the consequence system will be displayed in every classroom.

Consequence System

S1 - Informal Warning

Careless Behaviour

A verbal warning informing the student that if their behaviour is not improved it will lead to an S2 Warning.

This will be recorded on the behaviour tracking system and student will be verbally informed they are on an S1 warning.

S2 - Formal 1st Warning

Disruptive Behaviour

Issued if no improvement to behaviour following an S1 warning.

A 10-minute detention at lunch/end of day may be issued with the subject teacher, or other suitable remedial action taken. This event will be recorded electronically by the teacher.

- Disruption of learning
- Refusal to work or participate in the lesson
- Refusal to surrender a phone

- Disruption of common areas

S3 - Formal 2 Warning

Rudeness

Issued if no improvement to behaviour following an S2 warning.

The student will be asked to step outside for a discussion, with the intention of returning them to the lesson. A lunch detention will typically be issued (or the following day if after lunch).

- Rudeness
- Repetition of poor behaviour

S4 - Written Warning

Offensive

Issued if misbehaviour persists and continued disruption of others' learning.

The relevant parents/guardians and mainstream schools will be made aware of persistent negative behaviour, and the student will be removed from the lesson and sent home for the day. The event will be recorded electronically.

- Abuse
- Aggression
- Persistent disruption of learning

S5 - Unacceptable Behaviour

Unacceptable

Issued if there is still no improvement, resulting in an E1 (suspension) or E2 (exclusion). Recorded electronically by DSL.

- Criminality
- Aggression
- Repetition of poor behaviour
- Not attending detention

E1 - 1 Week Suspension - by the discretion of the *CEO*.
E2 - Exclusion - by the discretion of the *CEO*.

Heading 2: Monitoring and Support
Behaviour will be monitored by the *DSL* and *DDSL*, with further support provided for repeat offenders.

All documentation of behaviour tracking is stored electronically in protected student files according to UK GDPR policy.

Additional notes:
- S3s will be issued for uncompleted homework assignments, with class teachers best placed in the first instance to judge appropriate action e.g., grant extension, opportunity to complete at academy, phone call home, detention (not an exhaustive list). Teachers are empowered to use their best endeavours to ensure homework infringements are dealt with in a manner appropriate to circumstances.

- Students do not necessarily progress sequentially from S1 to S5; serious incidents can be entered at higher levels as appropriate.

- Failure to attend lunch detention results in an after-school detention.

- Failure to attend after-school detention results in an S4.

Organisation

Every effort will be made to promote order and consistency. Predictable timetables help provide security. Factors of good order include:

A) Moving around the centre quietly, demonstrating recognisable skills of "good manners"
B) Restricting conversation to suitable and appropriate subjects
C) Refraining from aggressive or offensive language
D) Showing courtesy and respect to others
E) Opportunities for service

This will be achieved by:
A) Staff being present and watchful to stop disruptive behaviour in early stages before it affects others
B) Staff setting high expectations and modelling good behaviour
C) Staff working as a team and supporting each other

D) Staff maintaining firm control and adopting behaviour management strategies to prevent poor behaviour from affecting the teaching or majority of students learning

Measures of Control

A positive ethos will be promoted, emphasising praise, appreciation of helpful behaviour, an attitude of trust, and high expectations that pupils will do their best.

Appropriate methods may include:
- Rewarding
- Modelling good behaviour
- Diversion
- Reparation
- Setting limits/boundaries
- Sanctions
- Increased supervision
- Adopting varied teaching styles

Once addressed, behavioural mistakes will be set aside, offering students opportunity for a fresh start. Having established a healthy learning environment, it is important every opportunity is undertaken for promoting mentally healthy attitudes, emotional growth, and development of understanding self and others.

In conjunction, a move towards increasing independence and the formation of co-operative attitudes and negotiation skills. We recognise that for these processes to be effective most pupils will need to have their self-esteem raised by:

- Offering appropriately levelled work, tasks, and placements
- Setting high expectations
- Preparation for work-based learning
- Providing opportunities to excel and extend capabilities with sensitive support
- Consistent praise and encouragement

Parent/Guardian/Carer Involvement

Parents/Guardians/Carers will be regularly informed of all aspects of their child's behaviour and are encouraged to work in partnership for a consistent approach.

Communication methods in place include:
- Letter/Emails
- Telephone Calls/ Texts
- Home Visits

*Global h*as an 'Open Door' policy, encouraging parents/guardians/carers to share their child's achievements and successes.

Intervention Techniques

Support for behaviour issues is typically the responsibility of teaching staff or support workers, using a staged, graduated approach appropriate to the incident and the student concerned.

Interventions may include (examples are not exclusive):
- Reminder of rules
- Eye contact
- Tactically ignoring
- Moving closer or sitting next to
- Highlighting consequences of choices
- Proximity praise
- Exit
- Fresh start

Frameworks

Global operates under the following frameworks:
- *Trafford Strategic Safeguarding Partnership*
- *Salford Alternative Provision Strategy*
- *MIAPs (Manchester Independent Alternative Provision)*
- *Cheshire West Alternative Education Provision Framework*

Reviewed by	Quality Assurance & Compliance Administrator
Reviewed	Annually, prior to the start of a new academic year
Last Review	16/06/2025
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Reviewed: Signed: B Levy................... **Date: 16/06/25**

Benjamin Levy
Quality Assurance & Compliance Administrator