

GLOBAL ACADEMY
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Behaviour Policy & Procedure



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Global Make Up, Hair and Productions Academy provides alternative education for students in Manchester, Liverpool and those who are classed as NEET, who for a variety of reasons are not able to sustain a place in mainstream school or who have recently left school and are looking for the next chapter in their education. This includes students who are permanently excluded, those at risk of exclusion students 16+ looking for further education and a number of students who have social anxiety and mental health issues. Most of these students are experiencing emotional and behavioural difficulties and or looking to further their skills in their specific career pathway. We believe that 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 Make Up Academy we strive to provide a stimulating and motivational environment to:

- Improve their self-concept, including self-image, self esteem and awareness by delivery in the classroom and imbedding this into all lesson plans and activities.
- Widen the variety of experiences relating to the adult world of work in a stimulating education and work-based learning and placement setting.
- To increase the human interaction and improve tolerance and team work.
- To 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 developing social skills and responsible and positive attitudes towards self and others.
- To encourage personal awareness and confidence in a variety of settings.
- To provide our students with placements in industry, sharing invaluable experience and guidance towards their dream careers in makeup, hair, film, photography, self-employment & more.
- To encourage good behaviour and respect for others
- To promote, among students, self-discipline and proper regard for authority

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At Global Make Up Academy we are aiming to help students learn new ways to modify their behaviour, which allows them to access a variety of personal and social experiences which challenge anti-social and unacceptable behaviour. This can be achieved by manipulation of the consequences of behaviour in a systematic way. We believe that the acquisition of new behaviour and the culmination of undesirable behaviour are both best achieved by teaching and positive re-enforcement through excellent role models both in the centers and within the work-related environment.

The majority of students with Global Make Up Academy have displayed inappropriate behaviour in mainstream school which has limited their chances of accessing the curriculum and restricted the achievement and enjoyment of others. For them to make a successful reintegration back into mainstream school or transition to FE College or training the young person must recognise that society demands a code of conduct that is socially acceptable and in the case of the workplace protects the Health and Safety of themselves and their colleagues.

Global Make Up Academy endeavours to provide this positive change both in the centres and on work placement where pupils become aware of appropriate behaviour through observation and teaching.

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

IMPLEMENTATION

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

A positive ethos within the programme should be maintained, where it is expected that tasks will be completed and that progress will be made.

GENERAL ACADEMY ENVIRONMENT

In our centres they will be kept clean, in good repair and an attractive and stimulating environment, plus providing a place in which people and property are valued. Recognition will be given to all aspects of student success and achievement and opportunities will be actively sought for positive reinforcement through verbal praise, the giving of certificates and prizes, and positive letters and telephone calls to parents/carers. Praising and rewarding good behaviour, in line with our discipline procedures posters will be displayed in classrooms reinforcing good behaviours and what is not acceptable behaviour, this is vital in developing the self-esteem of the young person. Rewarding should include praise and thanks for what may at times appear to be very minor acts or actions.

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BEHAVIOUR MANAGEMENT CONSEQUENCE SYSTEM

Global Make Up Academy prides itself on the Safety and the Behaviour of young people we work with and will not tolerate constant poor behaviour. To help us manage this we use a Consequence System designed to remove and address poor behaviour within Global Make Up Academy. If students do not demonstrate acceptable behaviour whilst in lessons at the academy, the following sanctions will be fairly applied ensuring that students have an opportunity to modify their behaviours before receiving a serious sanction. Sanctions will be applied in line with the consequence system outlined below. Where possible the consequences system will be displayed in every classroom.

S1 - Informal Warning - Careless Behaviour - verbal warning informing the student that if their behaviour is not improved they will be placed on a S2 Warning. This will be recorded on the behaviour tracking system and verbally Informing students they are on a S1 warning.

S2 - Formal 1 Warning - Disruptive Behaviour - This will be issued if there is no improvement following a S1. A 10 minute detention at lunch/end of the day may be issued with the subject teacher or other suitable remedial action. This event will be recorded electronically by the teacher.

- Disruption of learning
- Refusal to work/get in the lesson
- Refusal to give the phone.
- Disruption of the common areas.

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S3 - Formal 2 Warning - Rudeness - This will be used if there is no improvement following a S2. The student will be asked to step outside to be spoken to with the intention to return them back to the lesson. A lunch detention will normally be issued. in the event this is after lunch the detention will be issued for the following day. This event will be recorded electronically by the teacher.

- Rudeness
- Repetition of poor behaviour

S4 - Written Warning - Offensive - This will be used if there is still no improvement. If the student continues to misbehave and disrupt ,the learning of other student. Both parents and mainstream schools will be made aware of their persistent negative behaviour and will be removed from the lesson and sent home for that day. The event will be recorded electronically.

- Abuse
- Aggression
- Persistent disruption of learning

S5 - Unacceptable Behaviour - Unacceptable. This will be used if there is still no improvement. This will result in an E1 or E2 which will be suspension or permanent exclusion. The event will be recorded electronically by DLS.

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

E1 - 1 Weeks Suspension - By the discretion of the CEO

E2 - Exclusion - By the discretion of the CEO

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Behaviour will be monitored by the DSL and the DDSL and further support will be given for repeat offenders.

- S3s will be issued for any homework assignment that is not completed. The class teacher is best placed in the first instance to judge the appropriate action. For example, an extension might be granted, a phone call home made, or a detention is given. This list is not exhaustive, but teachers are empowered to use their best endeavours to ensure homework infringements are dealt with appropriately to the circumstances including opportunities to complete work in school.
- Students do not necessarily need to progress from S1 – S5. More serious incidents can be entered as appropriate.
- Students who fail to attend their lunch detention, will be issued with after school detention.
- If students fail to attend their after school detention, they will be placed on a S4 .

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ORGANISATION

Every effort will be made to promote a sense of order and consistency. An element of predictability in timetables is helpful in providing security. Factors of good order should include:

- a) Moving around the centre quietly showing recognised skills of 'good manners'
- b) Restricting conversation to subjects which are suitable and appropriate
- c) Restraining the use of aggressive or offensive language
- d) Showing courtesy and respect to others and the opportunity of service

This will be achieved by:

- a) Staff being present and watchful so that disruptive behaviour is stopped in the early stages before it can dominate others
- b) Staff setting high expectations of good behaviour and showing good role models
- c) Staff working as a team and supporting each other
- d) All staff showing full but firm control and adopting behaviour management strategies which do not allow the poor behaviour of pupils to affect the teaching and learning of the majority

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MEASURES OF CONTROL

A positive ethos should be promoted in which praise, appreciation of helpful behaviour, an attitude of trust and high expectation that pupils will do their best, is common. The following methods may, as the situation demands, be appropriate:

- Rewarding
- Modelling good behaviour
- Diversion
- Reparation
- Setting limits/boundaries
- Sanctions
- Increased supervision
- Adopting a variety of teaching style

Once dealt with, mistakes in behaviour will be put to one side and an opportunity given for the pupil to start again. Having established a learning environment it is important that every opportunity is taken for promoting mentally healthy attitudes, emotional growth and the development of understanding of self and others.

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

- Offering work, tasks, placements at the right level
- High expectations
- Through preparation for work-based learning
- Opportunities to excel and extend their capabilities with sensitive support
- Consistent praise and encouragement

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PARENTS INVOLVEMENT

Parents and carers will be kept regularly informed of all aspects of their child's behaviour and will be encouraged to work in partnership to give a consistent approach to the young people.

A variety of differing methods of communication are in place to inform parents including letters, telephone calls and home visits.

NexGen Academy School has an 'Open Door' policy and parents/carers are encouraged to show their child's achievements and successes.

INTERVENTION TECHNIQUES

Support for responding to behaviour issues at Global Academy is often the responsibilities of the teaching staff or other support workers and a staged, graduated approach is adopted as appropriate to the incident and the pupil concerned.

Interventions may include:

- Reminder of rules
- Eye contact
- Tactically ignoring
- Moving closer/ Sitting next to
- Consequences of choices
- Proximity praise
- Exit
- Fresh start

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Author: Victoria Farrelly

Signed:

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