



# Behaviour Policy

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**Reviewers**

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## Contents

1	Aim of the Behaviour Policy.....	4
2	Purpose of the Behaviour Policy .....	4
3	Behaviours for Excellence Ready, Respectful, Safe .....	4

Within this policy you will be informed of GBS's expectations and aspirations for behaviour from its students, staff, partners and visitors.

At GBS we aim to create a welcoming, caring environment where relationships are based on respect and to develop a positive self-esteem in each learner. Staff at GBS are committed to maintaining high expectations of good behaviour as an essential contribution to the educational and social experience of its learners and to their happiness and well-being whilst on programme.

## 1 Aim of the Behaviour Policy

- To create a culture of excellent behaviour
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help students take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

## 2 Purpose of the Behaviour Policy

To provide simple, practical procedures for staff and learners that:

- Recognise appropriate/acceptable behaviour
- Positively reinforces appropriate/acceptable behaviour
- Promote self-esteem and self-discipline
- Develop appropriate behaviour through positive interventions

## 3 Behaviours for Excellence Ready, Respectful, Safe

At GBS our minimum expectations of every student are:

### **Ready (ready to learn, ready to work)**

- Be on time
- Bring appropriate uniform/personal protective equipment where needed
- Phones/tablets/smart watches etc on silent in learning time and out of sight. Music players off.

### **Respectful**

- Listen to others and expect to be listened to
- Use appropriate language and a polite tone
- Look after the building, displays and equipment
- Attend every session
- Respect diversity and other people's choices
- Contact your trainer beforehand if you will not be at your session for any reason

### **Safe**

- Follow GBS rules for health and safety
- Be in the right place at the right time
- Do not run around the building
- Be aware of individuals with mobility difficulties or disabilities
- Dress appropriately
- Follow Online safety procedures to protect yourself and others
- Report any suspicious or concerning behaviour you witness online or in the building

### **Members of staff at GBS will be expected to:**

- Treat learners as individuals
- Help learners to learn and feel confident
- Endeavour to make the day a pleasant one
- Be just and fair
- Listen to concerns raised by learners
- Respond to concerns, acknowledge and take them seriously following the appropriate procedures for the safety of the learner

### **Peer on Peer Abuse**

GBS recognise that children can abuse their peers and be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. Peer on peer abuse is defined as abuse that young people may experience from their peers (people of their own or similar age), perpetrated by a young person/s (under the age of 18 years)/vulnerable adult(s). Peer on peer abuse can take the form of bullying (including cyber-bullying) sexting and any other form of sexual or physical abuse including up skirting and initiation/hazing.

Peer on peer abuse will never be tolerated or passed off as 'banter' or 'part of growing up'. GBS will take any concerns of this nature very seriously and concerns should be raised in the same way as any other concerns, directly to the Designated Safeguarding Lead. Please refer to the safeguarding Policy for reporting procedures.

### **Attendance**

Attendance in all lessons is the key to be a successful learner. All learners are required to have 100% attendance in all lessons and extra curricula activities. Where a learner is absent due to illness or circumstances outside their control, they must notify their skills coach/ trainer or their line manager.

Where a learner is absent, they must contact their Skills Coach/trainer to discuss any work missed and seek advice on how to catch up. Some learners may be required to attend extra sessions/workshops to make up any time that they have missed.

Non-Attendance is recorded by Skills coaches/Trainers and reported to the Designated Safeguarding lead for monitoring. Continuous absence will be investigated and followed up with the learner.

In addition, staff should:

- Praise individuals openly in front of others where behaviour merits and deserves it
- Enable their learners to self-regulate
- Know their groups well and develop working relationships with all learners
- Facilitate learners' behaviours that are acceptable to all
- Sustain a passion for their subject to inspire learners to adopt behaviour that is appropriate and acceptable to break through the limiting self-belief of some learners
- Plan good quality, interactive teaching and learning and constantly assess whether learners are engaged and learning
- Relentlessly work to build mutual trust and partnerships with learners even when trust is broken, time is wasted and promises are not kept
- Refuse to give up on any learners
- Keep their emotion for when it is most appreciated by learners
- Demonstrate unconditional care, compassion and commitment to enable learners to progress and achieve

End.