



BEHAVIOUR POLICY

Centre Academy London

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Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for Behaviour at Centre Academy School. It provides a framework for the creation of a happy, secure and orderly environment in which students can learn and develop as caring and responsible people. It is written for the benefit of all members of the School community, to allow each one to understand the policy of the School and to apply it consistently and fairly.

This policy should be read in conjunction with the *Parent-Student Guide*, which details many aspects of the standards of behaviour that are expected by the School.

Aims

OUR AIMS FOR BEHAVIOUR are that all students will:

- Be tolerant and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards work and towards their roles in society.
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- Take a pride and responsible interest in caring for their environment.
- Be polite and respectful at all times, to other students, staff members and members of the wider community.

Principles

Centre Academy London is a holistic learning environment in which individual special needs and learning styles are recognised and addressed in order for the *right to learn* to be successfully realised. Effective learning requires a minimum of disruption from others. If a student presents with disruptive behaviours the school will work with the student and family to minimise these behaviours.

THE ESTABLISHMENT OF AN APPROPRIATE *ETHOS* is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work.

Responsibilities

ALL MEMBERS OF THE SCHOOL COMMUNITY of teaching/non-teaching staff, parents and students work towards the school's aims by:

- Being aware of the special needs of the students attending the school
- Respecting students and adults as individuals who have rights, values and beliefs

- Fostering and promoting good relationships and a sense of belonging to the School community
- Developing the ability of each student to recognise themselves as part of a wider community in which they will be able function and make valuable contribution
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Offering equal opportunities in all aspects of school life
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all conduct involving bullying or harassment
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently
- Caring for, and taking a pride in, the physical environment of the School
- Working as a team, supporting and encouraging one another.

THE MANAGEMENT TEAM work towards the School's aims by

- Taking a lead in the establishment of a positive school *ethos*
- Taking responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on students' behaviour and motivation
- Monitoring and reviewing behaviour throughout the School, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Ensuring strong links are maintained between home, school and external agencies to ensure every student receives maximum support to ensure success
- Acting on and recording incidents of serious misconduct
- In concert with the proprietor, taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.

TEACHERS work towards the School's aims by

- Providing a challenging and stimulating programme of study designed to enable all students to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual student according to ability and aptitude
- Enabling students to take increasing responsibility for their own learning and conduct
- Ensuring that learning is progressive and continuous
- Being good role models – punctual, well prepared and organised
- Taking quick, firm action to prevent one student inhibiting another's learning and progress
- Providing opportunities for students to discuss appropriate behaviour with their Mentor, individual teachers and appropriate others throughout the day

- Working collaboratively with a shared philosophy and commonality of practice.

STUDENTS work toward the School's aims by

- Attending school regularly
- Following an adequate diet, getting exercise and plenty of sleep
- Being punctual and ready to begin lessons on time
- Being as organised as possible
- Contributing to the development of class behaviour policies
- Conducting themselves in an orderly manner in line with this code
- Taking growing responsibility for their environment and for their own learning and conduct. (See also appendix 1.)
- Understanding the role and significance of teachers and other staff members

PARENTS work toward the School's aims by

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)
- Providing support for the discipline within the School and for the teacher's role
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with the School to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning, giving due importance to holiday homework, hearing, reading etc.
- Allowing children to take increasing personal and social responsibility as they progress throughout the School
- Informing the school of any factors which may affect the function and progress of their child in school
- Acknowledging responsibility for ensuring that the school ethos and conduct of their children is understood at all times.
- Understanding the role and significance of teachers and other staff members
- Understanding that the teachers are acting *in loco parentis* whilst their child is at school, including on trips and visits external to the school

Procedures

EFFORTS TO ENSURE INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY include:

- Regular meetings of teachers to review behaviour issues
- Constant review and discussion about all aspects of progress at meetings
- Involvement of the School counsellor at these and other meetings
- Understanding and utilising the role of the Senco, pastoral Care and Child Protection at the school

- Ensuring mentors are fully appraised and updated with the progress of students for whom they are responsible

EFFORTS TO DEVELOP GOOD PARTNERSHIP WITH PARENTS include

- Ensuring parents are fully informed of any new developments affecting their child
- Inviting parents to evening conferences, Annual Reviews, curriculum/information meetings and progress/behaviour reviews
- A programme of productions and events to which parents are invited
- Providing written reports on a half-termly/termly basis
- Ensuring parents are fully informed regarding arrangements for examinations and assessments
- Facilitating regular meetings and events held by the Parent Group

EFFORTS TO PROVIDE CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR include

- A forum for discussion in each homeroom, as appropriate
- The compilation of a set of Rules to begin the School Year which are discussed regularly thereafter
- A programme of P.S.H.E. and citizenship which includes ethical and moral issues (see SMSC Policies).
- Meetings of Student Committee
- Maintaining procedures by which students can alert staff confidentially to a problem
- Annual programme in line with UK *Anti-Bullying Week* in which all students engage with a range of activities designed to promote the understanding and consequences of inappropriate behaviour
- Accessibility of Counsellor
- Reading and understanding the *Parent-Student-Guide*
- Regular reviews of reward/award system
- Enabling students to self-evaluate their own progress and development

EFFORTS TO PROMOTE DESIRABLE BEHAVIOUR include

- Staff acting as role models
- Staff offering guidance to students including praise and encouragement
- Giving roles to Sixth Form students aimed at promoting themselves as positive role models for younger student
- The provision of a curriculum designed to stretch and engage each student
- Classroom organisation which facilitates independent working
- The encouragement and appreciation of children who act as positive role models
- An award system which recognises a range of positive behaviours.
- A programme of citizenship for all students at the school, in order to promote an understanding of their involvement, inclusion and role in society

EFFORTS TO ELIMINATE UNDESIRABLE BEHAVIOUR include:

- Clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- Conscientious supervision of students at all times
- Rapid and stringent response to incidents of bullying and racial or sexual harassment. All incidents to be recorded and reported.
- Identifying areas of concern and working with parents and other parties to ensure action is taken to address difficulties and promote success
- Ensuring that teachers reinforce positive behavioural expectations for all classes with regularity and clarity
- Maintaining appropriate reward/award systems

EFFORTS TO PROMOTE THE CARE OF THE PHYSICAL ENVIRONMENT include

- Display of students work to enhance the environment, engage commitment to the environment and increase self esteem
- Discussion, and, where possible, involvement of pupils in decisions concerning their environment
- Maintaining security measures and systems including supervision
- Directing the responsibilities of the school caretaker to promote care and upkeep of building and playground

Behaviour Policy

Appendix 1.

1. Behaviour

Students are expected to:

- a) Be prepared with materials and tools necessary for class.
- b) Be on time
- c) Be attentive
- d) Raise hand to ask questions or give information
- e) Abide by the School rules
- f) Be respectful of staff and peers.

2. Homework

Homework should represent the student's best work. It should be done as neatly as possible and should be submitted on time.

3. Peer Staff and Community Relations

Since the image projected outside the School is important to both the student and the School, students should extend the same respect to members of the general public.

4. Punctuality

Students are expected to arrive on time in the morning, be prompt for classes, and to return on time from breaks and lunch time (See *Parent-Student Guide*)

5. Rules

Behaviour

Students are expected not to use abusive language, bully or fight with each other. This applies to conduct within the school building, playground, use of facilities external to the school, on trips, outings and journeys to and from the school and home

Dress

The school uniform/dress code is the "business suit" of the student. Students are expected to dress in accordance with the requirements (see *Parent-Student Guide*)

Drugs and Alcohol

Students will not use drugs or alcohol. These are strictly forbidden. The school reserves the right to conduct bag/coat searches at any time without warning, with the knowledge of the Head of School, Principal or with their knowledge, their representative(s). The discovery of alcohol and/or drug paraphernalia will warrant the immediate notification of parents and possible involvement of the police/school liaison officer. Such incidents will almost certainly warrant exclusion

Property

1. Students are expected to respect the property of others and of the School.

Students should take care of their own property so as to not tempt theft or damage by others. The School cannot be held responsible for the loss or damage to items of value brought to School

For health reasons students may not smoke at or on the way to or from School. Lighters, matches or tobacco may not be brought to School.

Note: Additional details on the above and other policies may be found in the *Parent-Student Guide*.

Appendix 2

REINFORCEMENT FOR MEETING/FAILING TO MEET EXPECTATIONS

Behaviour

A. POSITIVE REINFORCEMENT

Praise for good behaviour/stickers/subject awards to be presented at School assemblies or during other opportunities

Additional privileges for evidence of consistently good behaviour

Awards presented at Prize Day

Rewards for team-work as part of school merit-teams

Academic/social mentoring sessions during which achievements are recognised and acknowledged

Messages home in homework diaries

Charts maintained publicly in classrooms

Certificates sent home if age appropriate

B. ACTIONS FOR NEGATIVE BEHAVIORS/ACTIONS

Student is counselled (if behaviour is repeated) by teacher one-to-one outside the class. The information, if appropriate should be communicated as soon as possible

to the mentor. A student who is late for class without proper excuse should make up the time as specified by the teacher/mentor.

If the student is acting in such a way that he/she cannot assumed desired behaviour then one of the following should take place.

- Realignment of student seating arrangement
- Use of private signals (non distracting) between student and teacher to call attention to behaviour
- Student should be asked to go to office and he/she will then have 'time out' in a designated room (with supervision)
- Student should be sent to or taken to mentor
- Teacher to activate 'on call system' if behaviours disrupt the learning of others
- Temporary revision of schedule
- Student sent home and parent contacted by phone
- Exclusion from privileges and/or activities
- After school detention for one or more parties
- Suspension (in school)
- Parental meeting requested by school
- Good work/day card signed by teacher(s) and parent and linked to reward system
- Individual behaviour management plan to be carried by student
- A personalised contract which clearly outlines goals and objectives on an individualised basis
- Suspension (out of school)
- Permanent Exclusion

Note: It is the policy of the School to communicate with the parents when a serious behavioural issue or patterns of behaviour occur.