



## Promoting Good Behaviour Policy Centre Academy London

Implementation date: March 2018  
Next review date: March 2019

Signed:		Date:	13/3/18
	Dr Duncan Rollo Principal		
Signed:		Date:	13/3/18
	Miss Rachel Maddison Head of School		

## **1. Introduction**

This document is a statement of the aims, principles and strategies for Behaviour at Centre Academy London (CA London). 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 children and young 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.

### **1.1 Legal Framework**

Education Act, 2002

Education and Inspections Act, 2006

Education (Independent School Standards) (England) Regulations, 2010

### **1.2 Contents**

1. Introduction.....	2
1.1 Legal Framework.....	2
1.2 Contents.....	2
2. Aims.....	3
3. Principles.....	3
4. Responsibilities .....	3
4.1 All members of the CA London community .....	3
4.2 The Senior Management Team (SMT) .....	4
4.3 Teachers .....	4
4.4 Students.....	5
4.5 Parents .....	5
5. Partnerships .....	6
5.1 In-school partnerships.....	6
5.2 School-Home partnerships.....	6
5.3 School-Student partnerships .....	6
6. Encouraging positive behaviour .....	7
Appendix 1 – Behaviour Policy .....	9
Appendix 1.1 – Student Expectations .....	9
Appendix 1.2 – Homework .....	9
Appendix 1.3 – Community Relations.....	9
Appendix 1.4 – Punctuality .....	9
Appendix 2 – School Rules.....	10
Appendix 2.1 – Behaviour .....	10
Appendix 2.2 – Dress.....	10
Appendix 2.3 – Drugs and Alcohol .....	10

Appendix 2.4 – Property.....	10
Appendix 3 – Positive reinforcement and consequences .....	11
Appendix 3.1 – Positive reinforcement .....	11
Appendix 3.2 – Consequences .....	11
Appendix 4 – On-Call System.....	13
Appendix 4.1 – Identifying an on-call situation .....	13
Appendix 4.2 – Actions by the classroom teacher .....	13
Appendix 4.3 – Actions by the on-call teacher .....	13
Appendix 4.4 – Actions by the student .....	13
Appendix 4.5 – Actions by the mentor.....	14

## **2. Aims**

The aim at CA London is 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, social awareness and mindfulness.
- take 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.

## **3. Principles**

CA 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.

## **4. Responsibilities**

### **4.1 All members of the CA London community**

All members of the School community of teaching/non-teaching staff, parents and students should 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 to function and make valuable contributions.
- 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 pride in, the physical environment of the School.
- working as a team, supporting and encouraging one another.

#### **4.2 The Senior Management Team (SMT)**

The SMT should 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 provide maximum support to ensure every student achieves 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.

#### **4.3 Teachers**

Teaching staff should 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 organized.

- 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.

#### **4.4 Students**

Students should 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.
- understanding the role and significance of teachers and other staff members.
- being respectful of all teachers, staff members and other students.

#### **4.5 Parents**

Parents should 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, 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.

## **5. Partnerships**

CA London recognises that it is important to ensure involvement from all members of the community. It is only through partnership of all staff – teachers, administrators and therapists – that a sensible and balanced provision can be provided for each student. It is only through a partnership between staff and home that students can be fully supported to meet their potential. It is only through a partnership between school and student that young people are aware of, and encouraged, to meet their goals; both academic and social.

### **5.1 In-school partnerships**

Efforts to ensure involvement of all members of the School community include:

- regular meetings of teachers to review behaviour (both positive and negative), issues and progress.
- regular meetings between the School counsellor and mentors and/or Head of School.
- regular feedback and feed-in from the SENCo, therapy team and Designated Safeguarding Lead.
- ensuring mentors are fully appraised and updated with the progress of students for whom they are responsible.

### **5.2 School-Home partnerships**

Efforts to develop good partnerships with parents/carers include:

- ensuring parents/carers are fully informed of any new developments affecting their child.
- inviting parents/carers to evening conferences, Annual Reviews, curriculum/information meetings and progress/behaviour reviews.
- providing written reports on a termly basis.
- ensuring parents/carers are fully informed regarding arrangements for examinations and assessments.

### **5.3 School-Student partnerships**

Efforts to provide children with opportunities to discuss appropriate behaviour include:

- a forum for discussion in mentor time, as appropriate.
- the compilation of a set of Rules at the beginning of 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).

- a forum for the Student Voice to be heard.
- maintaining procedures by which students can alert staff confidentially to a problem.
- the accessibility of a School Counsellor.
- reading and understanding the *Parent-Student-Guide*.
- enabling students to self-evaluate their own progress and development.

## **6. Encouraging positive behaviour**

At CA London, positive behaviour is encouraged, undesirable behaviour discouraged, and the physical environment monitored to ensure students have the best opportunities to learn and thrive.

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 students.
- 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.
- a programme of citizenship for all students at the school, in order to promote an understanding of their involvement, inclusion and role in society.
- individual behavior plans agreed by the student and school.

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, with all incidents 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.

Efforts to promote the care of the physical environment include:

- displaying of student 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.
- maintenance of security measures and systems including supervision.
- directing the responsibilities of the Site Manager to promote care and upkeep of building and playground

## **Appendix 1 – Behaviour Policy**

### **Appendix 1.1 – Student Expectations**

Students are expected to:

- be prepared with materials and tools necessary for class.
- be on time.
- be attentive.
- raise their hand to ask questions or give information.
- abide by the School rules.
- be respectful of staff and peers.

### **Appendix 1.2 – Homework**

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

For more information on homework, please see the Homework Policy.

### **Appendix 1.3 – 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.

### **Appendix 1.4 – Punctuality**

Students are expected to arrive on time in the morning and be prompt for classes. For students who have off-site privileges, they are also expected to return on time from breaks and lunch time. (See *Parent-Student Guide*)

## **Appendix 2 – School Rules**

These rules should be read in conjunction with the Parent-Student guide, where additional details can be found as well as additional rules and policies.

### **Appendix 2.1 – Behaviour**

Students are expected not to use abusive language, bully or fight with each other. This applies to conduct within the school building, yard, use of facilities external to the school, on trips, outings and journeys to and from the school and home. They should treat everyone at CA London with respect.

### **Appendix 2.2 – Dress**

The school uniform/dress code is the “business suit” of the student. Students are expected to dress in accordance with the requirements.

### **Appendix 2.3 – 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 or Principal, or with their knowledge by their representatives. 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.

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.

### **Appendix 2.4 – Property**

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

## **Appendix 3 – Positive reinforcement and consequences**

### **Appendix 3.1 – Positive reinforcement**

The following are some of the ways that teachers and staff may choose to reinforce positive behaviour in class and school:

- Praise postcards sent home to acknowledge exceptional work or behaviour
- Additional privileges for evidence of consistently good behaviour
- Awards presented at Prize Day
- Academic/social mentoring sessions during which achievements are recognised and acknowledged
- Messages home in homework diaries or by telephone
- Charts maintained publicly in classrooms

### **Appendix 3.2 – Consequences**

Teachers are responsible for providing a positive learning experience within their classroom. Good behaviour management systems are key to this. Teachers are therefore able to implement preferred and varied strategies, dependent on subject, class and teaching style. However, it is important that teachers are both clear and consistent in the messages they provide to students about what is and is not important.

It is also important that the School community helps support one another as different students will bring their own feelings, histories and preferences into school. This means that individual students may engage differently in each subject and with each teacher. Sharing best practice and strategies for maintaining good learning environments is key.

Where negative behaviour is extreme, repeated or consistent, or class dynamics over time are found to not be supporting good learning, the following strategies may help:

- Realignment of student seating arrangement
- Use of private signals (non-distracting) between student and teacher to call attention to behaviour
- Lunchtime or after school detention
- Teacher to activate 'on call system' (see Appendix 3)

In addition, in collaboration with the mentor or the SMT, the following longer-term strategies may be implemented:

- Temporary revision of schedule
- Student sent home and parent contacted by phone
- Exclusion from privileges and/or activities
- Good work/day card signed by teacher(s) and parent

- Individual behaviour management plan to be carried by student
- A personalised contract which clearly outlines goals and objectives on an individualised basis

For more serious incidents, or should strategies in place not be successful, the following sanctions may be used:

- Parental meeting requested by school
- Suspension (in school)
- 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.

## **Appendix 4 – On-Call System**

It is important for all students to be in school and in lessons in order to access learning and make the exceptional progress we expect of all our students.

Therefore, it is important for teachers to be clear in their expectations. A clear and organised behaviour management system is key to ensuring students are focused on their work and able to learn.

Within this framework, however, it is understood that students CA London may come with negative views on school in general or about specific subjects. Their learning needs may have greater impact in certain subjects. Therefore, an on-call system is in place to ensure that negative behaviour by individual students does not impact the learning of a class. The on-call system is to be used only in certain situations as there will be an impact on the class that is being joined by the on-call student as well as the class being left.

### **Appendix 4.1 – Identifying an on-call situation**

In situations where:

- specific classroom strategies used by the teacher have not helped a student modify their negative behaviours; **and**
- the behaviour is impacting the learning of others;

the student may be sent to the on-call classroom. Where possible they should bring work with them from the lesson they are leaving. Both of these elements need to be in place before the on-call system should be used.

### **Appendix 4.2 – Actions by the classroom teacher**

The classroom teacher (who is using the on-call system) should immediately:

- inform the on-call teacher they are coming.
- inform the mentor that the on-call system has been used.
- add the event to the on-call register.

### **Appendix 4.3 – Actions by the on-call teacher**

The on-call teacher:

- should collect the on-call student.
- should not let or encourage the student to join in with classroom activities.
- should not, unless in exceptional circumstances, talk through the incident with the student.

### **Appendix 4.4 – Actions by the student**

The student should:

- go with the on-call teacher when asked.
- sit where requested by the on-call teacher.

- continue with the work they brought with them or have reflection time.

The student will remain in the on-call room until their mentor is able to collect them (this may be before the end of the lesson if the mentor has a non-contact) or may be at break/lunch.

#### **Appendix 4.5 – Actions by the mentor**

The mentor will then discuss the incident with the student and with their mentor's help reconcile with the classroom teacher.

Should reconciliation not be possible, then the SMT will be involved at this stage.

Mentors will then update the on-call incident in the log and monitor this to establish patterns and potentially, with the SMT, make modifications that will help support the student.