



Promoting Good Behaviour and Discipline Policy

Centre Academy London

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Signed:

A handwritten signature in blue ink, appearing to read 'D. Rollo'.

Dr Duncan Rollo
Principal

Date: 01/09/2020

Signed:

A handwritten signature in blue ink, appearing to read 'R. Maddison'.

Miss Rachel Maddison
Head of School

Date: 01/09/2020



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 Student Handbook and Parent Handbook, both of which detail 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

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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.
- taking active steps, in concert with the proprietor, 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

Information about how students should work towards School aims is included as Appendix 1.

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 PSHE and citizenship which includes ethical and moral issues (see SMSC Policies).
- 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 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 High School students to encourage them to promote 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 – School Rules

These rules should be read in conjunction with the Parent/Carer Handbook and the Student Handbook, where additional details can be found. Further information may also be found in individual policy and procedure documents.

At CA London, we recognise that negative behaviour is often linked to social or self-esteem issues, however, it is important to be clear about the standards of behaviour that we expect from our students. Above all the School promotes that everyone at CA London should be treated with respect. This section sets out the main rules to ensure this.

Appendix 1.1 Student Responsibilities

Students should work toward the School's aims by:

- attending school regularly and on time.
- following an adequate diet, getting exercise and plenty of sleep.
- being punctual and ready to begin lessons on time.
- being dressed smartly in their appropriate uniform.
- being as organised as possible, including being prepared with materials and tools necessary for each class.
- 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.
- being attentive.
- raising their hand to ask questions or give information.
- abiding by staff instructions and School rules.

In addition to these aims students also have the following specific responsibilities.

4.4.1 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.

4.4.2 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.



4.4.3 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.

Appendix 1.1 – Behaviour

Students are expected to be civil and polite, as such anti-social behaviour will not be tolerated. 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. Anti-social behaviour includes

- Profanity (swearing)
- Rudeness
- Disobedience
- Vandalism
- Theft
- Dishonesty
- Bullying

Appendix 1.1.1 – Bullying

Bullying is an extreme form of anti-social behaviour. It involves a student denigrating another student or imposing their will on another using force or threat. Bullying can be verbal, physical or over text/internet. The School has a strong anti-bullying policy and any concerns should be reported either to a teacher or anonymously if preferred. The Anti-Bullying Policy contains additional information.

Appendix 1.2 – Dress

The school uniform/dress code is the “business suit” of the student. Students are expected to dress in accordance with the requirements. Full details of the dress code can be found in the Parent/Care Handbook and the Student Handbook. A separate copy of the Uniform Policy can be provided by the School Office on request.

Appendix 1.3 – Prohibited Items

There are some items that it is not appropriate to bring into School. This is not a complete list and common sense must be used. If a student is bringing something to School that they feel they must hide, there is a good chance it would not be allowed. Some items not allowed in School are: weapons, replica weapons, sharps, fireworks, pornographic images, stolen items, matches/lighters, drugs, cigarettes and alcohol.

Students in possession of prohibited items will be subject to the disciplinary process, which could, in some cases, result in immediate permanent exclusion for those items for which the School has a zero-tolerance policy.



Appendix 1.3.1 Drugs

CA London is dedicated to helping each student realise their full potential. The use of illegal drugs is antithetical to this goal, seriously threatens a person's psychological and physical health, and ultimately undermines the fabric of the School community.

Our policy is therefore one of zero-tolerance on drugs. Any student found to be using, possessing and/or distributing any illegal or unauthorised drugs, drug-related paraphernalia or other mind-altering substance(s) will result in the immediate notification of parents and possible involvement of the police or other authorities. While we may also attempt to seek counselling advice for a student who has experienced drug-related difficulties, such incidents will almost certainly warrant permanent exclusion.

Appendix 1.3.2 Smoking

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. Students with off-site privileges may not smoke off-campus during break or lunch time. Regardless of age, students found smoking or in possession of cigarettes, e-cigarettes or other tobacco or (e-)cigarette products will be subject to suspension or other serious disciplinary response.

Appendix 1.3.3 Alcohol

Alcohol also has an impact on physical and mental health and so is against the School *ethos*. CA London therefore prohibits the use, possession, and/or distribution of all alcoholic beverages and students who are found to be drinking, drunk or hungover at School will be subject to disciplinary action.

Appendix 1.4 – 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

Any student showing a lack of respect for the property of other people, either within or outside School, will be subject to disciplinary actions.

Appendix 1.5 – Academic Dishonesty

Any form of academically-related dishonesty, including copying someone else's work and submitting it as one's own, cheating on a test, copying another student's work or homework or taking material from the Internet without acknowledging the



source, is completely against the *ethos* of CA London. A student involved in such practices may lose Course credit and may also be subject to disciplinary action.

Appendix 1.6 – Public Displays of Affection

The *ethos* of the School requires that students at all times bear in mind the sensitivities of other students and that they therefore should avoid behaviour that in any way causes embarrassment and/or offence to other members of the School community. In this regard, public demonstrations of affection must be considered inappropriate in a school environment and are therefore unacceptable.



Appendix 2 – Positive Reinforcement and Consequences

Appendix 2.1 – Positive Reinforcement

There are many ways for teachers and staff may choose to reinforce positive behaviour in class and school, these include:

- 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 2.2 – 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 not to support good learning, teachers may use additional strategies. These include:

- 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'.

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

- temporary revision of schedule.
- student sent home and parent contacted by phone.
- exclusion from privileges and/or activities.
- daily report 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 individual 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)

Where all the above measures have been activated and are met with minimal or no improvement, the parent(s) will be notified that the School has not so far been able to secure the successful integration of the student, and information will be provided by the School which clearly states what is necessary to facilitate continued successful placement. This will be done in conjunction with the LEA/external agencies as appropriate, in order to maximise opportunities for success of placement. A student requiring this level of intervention will be monitored by the School's own internal monitoring system.

In the case of serious offences, or if following all possible interventions, no, or insufficient, improvement is made, then the School may employ the following sanction:

- Permanent Exclusion

Appendix 2.3 – Repetition of Negative Behaviours

While CA London will work with a particular student to make reasonable adjustments to facilitate a successful transition into the School or enable the student to access work or manage social difficulties, the reasonable adjustments for other students should not be compromised.

All staff will work with all students to reduce the incidence or repetition of negative behaviours; however, it should be noted that repeated smaller infractions of the School Rules may also lead to permanent exclusion.