



Centre Academy London

Student Behaviour Policy and Statement of Behaviour Principles

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, or religious belief. We provide a safe, supportive, and welcoming environment

To be reviewed annually
On Website

Next review date: September 2024

A handwritten signature in black ink, appearing to read 'Mrs Lee-Douglas', is written over a light blue grid background.

Signed:

Date: 25.9.23

Head of School

Mrs Lee-Douglas

Signed:

Date: 25.9.23

SENDCo

Ms Maria Palmartsuk

Centre Academy London is committed to safeguarding and promoting the welfare of children and young

people and expects all staff to share this commitment.

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1. Aims

This policy aims to:

- › Provide a consistent approach to behaviour management
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#), including updates 2022 & 2023
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Sanctionable Offences are defined as:

- Non-completion of classwork or homework
- Poor attitude
- Related transgressions that impede student work

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-cooperation with staff
- Rudeness directed at staff

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as: *the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power, although it should be appreciated that a single occurrence could also be perceived as bullying.*

Bullying is, therefore:

- Deliberately hurtful
- Usually repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
See appendix 2. Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Gender reassignment • Pregnancy or maternity 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, derogatory, banter or sexist
Cyber-bullying	Bullying that takes place online, such as through emails, social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy held in the school office.

5. Roles and responsibilities

School Ethos

Centre Academy London expects the school to be a place where **all individuals** are respected and their individuality valued, where pupils are encouraged to achieve, where self-discipline and social consciousness are promoted, and good behaviour is the norm.

The School's Moral Code

Centre Academy London's policies reflect the highest moral standards, and in particular will not tolerate bullying or other anti-social behaviour. The school's policies acknowledge that problems are likely to have underlying causes which the school should take account of and do its best to counter.

Responsibilities

This behaviour policy reflects a code of conduct designed to reflect the culture and *ethos* of CAL. CAL is a **rights respecting** school, where we promote the UNICEF United Nations Convention on the rights of children and young people (1989). The school is committed to achieving the Silver Award during 2023-24.

School staff, pupils and parents have complementary roles in creating a positive learning environment. It is the responsibility of everyone in the school community to demonstrate, encourage and expect responsible behaviour. Everyone works toward the school's aims by being aware of and respecting individual needs, fostering, and promoting good relationships and working as a team. However, each group has rights and responsibilities that must be recognised and fulfilled to promote harmonious and productive relationships.

5. 1 Governance

Governance is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governors will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing this behaviour policy in conjunction with Governance, giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head of School, together with the **Leadership team and senior teachers**, has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head of School and Principal must:

- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others, and prevent all forms of bullying among pupils
- ensure that the standard of behaviour is acceptable; and - otherwise regulate the conduct of pupils.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (Recorded on the CPOMs/ISAMs or file in the school office)
- Supporting victims, perpetrators and any other child affected by an incident.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

It is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson. However, behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff must ensure that such behaviour is not tolerated.

Through regular discussions at weekly staff meetings, the SLT can ensure that staff are aware of the expectations the school holds regarding behaviour.

The working of the school's policies and procedures will be discussed regularly at INSET and staff meetings.

Staff will also be called upon from time to time to identify problems that may be behind any poor behaviour, and to suggest possible courses of action. Collating of incidents will be undertaken by the SLT to suggest courses of action to de-escalate students or circumstances.

Training in behaviour management will be provided.

5.4 Parents

- Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.
- Parents will be involved in discipline cases as appropriate. Individual staff should not inform parents without first informing the SLT and the class mentor.
- Parents can support good behaviour and positive habits in their children by supporting school policies, attendance at school events and parent meetings and by communicating closely with the school.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views.

The Student Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline and positive work and behaviour patterns. Discussions in form/tutor group time will inform the deliberations of the Student Council.

The Student Council Leader, **Ms Halima Shaker**, is responsible for ensuring the positive contribution of pupils, and that their views are communicated to the Senior Leadership.

In particular, the Head of School will ensure that the needs of all SEN pupils are properly taken into account, and their participation in the consultation process is assured.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- House tokens

- Letters or phone calls home to parents
- Non-verbal endorsements
- Verbal and written endorsements
- Tangible rewards such as stickers, stamps and Student of the Week certificates
- Whole school recognition at Celebration Assemblies
- Termly treats for the most successful House
- Leadership roles
- Special privileges
- Special responsibilities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
 - Sending the pupil out of the class
 - Placement on a target card/behaviour plan
 - Expecting work to be completed at home, or at break or lunchtime
 - Detention at break or lunchtime
 - Referring the pupil to a senior member of staff
 - Letters or phone calls home to parents
 - Withdrawal of break or lunchtime privileges
 - Withholding participation in educational visits or sports events which are not essential to the curriculum
 - Individual mentors may instigate an individual behaviour plan. This will be discussed with the Head of School and all relevant staff, the student concerned and the parents of the student, to ensure it targets the difficulty that the student is experiencing. (This action is imposed if a child's unacceptable behaviour becomes too frequent or dangerous to themselves or others, as considered by the SMT) .These plans will be reviewed every half term by the SENDCo/Head of School and in consultation with the parents.
 - If we are finding that a behaviour plan is not working, for a variety of reasons, we will finally attempt a 'contract'. This will consist of three or four targets that we as a school need to observe the student trying to meet. (All targets will reflect behaviour and other policies that relate to the *ethos* and principles of the school as published by the school). Again, this will be discussed with all relevant staff, the student concerned and the parents of the student, to ensure it targets the difficulty that the student is experiencing. This 'contract' will then be signed by both the student and the parent provided they agree with the targets.
- If, however, a parent or student does not agree with the targets we would then request a meeting, during which we would discuss with them how the targets meet the *ethos* of the school. (In a case of no agreement being reached the school will refer the dispute to the Local Authority.)
- Fixed and/or permanent exclusion (see Standards of Conduct/Discipline and Exclusions Policy).

The school culture and ethos encourage desired behaviours and attitude through positive feedback, good relationships, and a stimulating curriculum rather than through the enforcement of sanctions.

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All behavioural incidents are recorded on the school CPOMs system by the members of staff involved. If these are deemed to be of a more serious nature, they are referred to the SLT who will investigate and issue sanctions. The Head is a member of the SLT, and this provides additional oversight to any decisions.

Sanctions for unacceptable and undesirable behaviour will be applied in a fair and consistent manner.

All staff must seek to ensure that sanctions enable pupils to make reparation (restorative justice) where possible. Sanctions will be applied as soon after the offence as possible, in a calm and measured manner. Sanctions are, as far as possible, graded in severity according to the seriousness of the incident and the age/maturity of the child and will:

- Be **proportionate** to the offence
- **Defuse**, rather than escalate the situation and result in improved behaviour
- Focus on the **offence** rather than the character of the pupil
- Take account, as far as possible, **the age, maturity**, and other relevant circumstances of the pupil
- **Never degrade or humiliate**
- **Never be globally applied** for the offence of one or a few

Pupils who do not arrive for a sanction will be referred to the Head of School.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment, derogatory language and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information which is held on the Website and in the school Office.

7.3 Off-site behaviour

Sanctions may be applied when a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of CAL

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

7.4 Malicious allegations

When a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy, and the managing allegations policy for more information on responding to allegations of abuse against staff or other pupils. (Held in the school office)

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Using Zones of regulation
 - Encouraging use of time out cards when needed

8.2 Physical Intervention

Centre Academy London, like all schools, has an obligation to ensure the safety of all children and staff at all times. Some schools fulfil this obligation through a policy of Physical Restraint. We are, however, uncomfortable with Physical Restraint because many of our students have had experience with this process in other settings and their experience has generally caused emotional distress and anguish.

Accordingly, we employ a process known widely as Physical Intervention/**Team Teach** to ensure that our obligation to safety is met while also recognising the obligation to avoid the emotional distress and anguish that our SEN children may previously have experienced. As the term suggests, "Physical Intervention" embraces any method of intervening physically with, in our case, a young person in order to resolve an unsafe situation or a potentially unsafe situation. For example, techniques involving guiding a young person from one place to another is an example of physical intervention, but it is not a restraint technique.

Physical intervention is increasingly used to denote an over-arching term that encompasses a range of approaches. These are designed to respond primarily to situations in which children are threatening to hurt themselves or others. For example, if a child is threatening to leave the school site, he/she would be at risk because of the road that runs in front of the school. Therefore, in this case, physical intervention could be carried out by a member of staff who simply blocks the child from leaving the school site. A similar situation might involve a child attempting to jump out of a window or in other ways threaten his/her own safety. In essence, the use of physical intervention reflects the severity of the threat.

Another form of threat may involve a child whose actions may threaten to damage property, that of their own, that of other children or that of the school premises (for instance, holding a brick and threatening to throw it through a window, thereby imperilling those inside while also possibly damaging property).

Other instances that may require physical intervention may be less overtly challenging but can still require physical intervention in order to de-escalate a difficult situation. This might involve getting between two students who are about to physically confront one another or isolating a child temporarily who has been threatening the safety of others or of himself; isolation is used only in exceptional cases and for the purpose of ensuring safety. In such cases or any others involving physical intervention, a member of the Senior Leadership Team would be called to help de-escalate. Incidents of physical intervention must:

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be used as a last resort
- Be recorded and reported to parents/carers

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

CAL recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic, (see appendix 2) from being at a disadvantage. **Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.**

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or other external providers, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering or being likely to suffer significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and tutors. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

All staff training logs can be found in the school secretary's office.

11. Monitoring arrangements

This behaviour policy will be reviewed by the the Head of School annually in conjunction with the SENDCo at Centre Academy London.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Governance annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Student Conduct, Discipline and Exclusion policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Whistleblowing Policy

- Managing Allegations Policy
- Induction Policy
- Mental Health Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Governance also emphasises that violence or threatening behaviour will not be tolerated under any circumstances. This written statement of behaviour principles is reviewed and approved by Governance annually.

Appendix 2: Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

It is also unlawful for a school or individual to discriminate against the parents or carers because of their protected characteristics or because an individual perceives them in that manner.

Appendix 3: UNICEF Rights Respecting Schools

For the purpose of this policy, any reference to government applies to the CAL community. This list is not exhaustive but the pertinent ones to CAL are outlined. The following rights of a child & young person are observed at CAL:

Article 1: Everyone under the age of 18 has all the rights in the Convention

Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Article 3: the best interests of the child must be a **top** priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 15: Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16: Every child has the right to privacy. The law should protect the child's private, family and home life.

Article 19: Governments (CAL) must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or **anyone who looks after them**.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments (CAL) must do all they can to provide support to disabled children.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 37: No child shall be tortured or suffer other cruel treatment or punishment...