

City of London Academy: Behaviour for Learning Policy July 2011-sept 2012

The guiding principles for all members of our learning and teaching community.

Every member of our learning and teaching community has a right to; a high quality education without their well-being and happiness being compromised by anyone.

Work hard and co-operate with each other at all times

Arrive on time and be well prepared to teach and learn

Treat others as we would like to be treated ourselves

Listen to and value each others opinions

The bedrock of this policy is the sound moral background which the great majority of members of our learning and teaching community bring to the life and work of the Academy. The policy seeks to draw upon this background and put into practice procedures which will enhance the learning experience of all members of our community and thereby liberate students to be able to make life choices which will bring them happiness in their present and adult life. A minority of our students come from backgrounds where the difference between right and wrong and what constitutes acceptable social behaviour is not clearly defined. It is the responsibility of every adult member of our community to model what are acceptable ways for human beings to interact and which promote the dignity and well-being of all of us. Where students present behaviours which compromise the learning and well-being of others we have a moral obligation to challenge these. Although we must rely upon and follow the procedures laid out in this policy, to be effective in challenging and sanctioning unacceptable behaviour we must also and more importantly use the policy to reward and celebrate the many successes of our students. Therefore it is the aim of this policy, through procedures, sanctions and rewards to promote its guiding principles.

Aims of the policy

- To promote an ethos of inclusion and fairness for all students.
- To support an approach to behaviour for learning where student attitudes and actions support effective learning and the functioning of the Academy as an orderly and calm learning community.
- To encourage an atmosphere of mutual respect where good discipline is the norm.
- To reward good work and effort in all aspects of student life.
- To work with students and parents to resolve behaviour and disciplinary conflicts in ways which support and reaffirm the Academy's aims.

Academy rights and expectations

- To make clear the Academy's statutory power to discipline students and communicate this to students and parents.
- To enforce the behaviour policy – including rules and disciplinary measures.
- To expect students and parents' cooperation in maintaining an orderly and calm learning environment.
- To expect students to respect the rights of other students and adults in the school.

Governors' responsibilities

To:

- Make, and from time to time review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour;
- Notify the Principal and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

At the City of London Academy the governing body will:

- Review a written statement of general principles every 2 years (DFE recommendation).
- Consult with the Principal, staff, parents and students on the protocols and organisation of the behaviour management policy.
- Take reasonable steps to ensure that students with disabilities are not placed at a disadvantage in comparison to with other students.
- Collect the views of students with disabilities about how Academy discipline and behaviour policies impacts upon them and their life in Academy.
- Ensure that neither the overall Academy behaviour policy nor any particular disciplinary measures impact disproportionately or unfairly on any group of students within the Academy.
- Gather the views of parents on aspects of Behaviour management and policy.

Principal's responsibilities

- To ensure clarity is maintained with regard to the behaviour policy within the Academy community.
- To ensure that the authority to take disciplinary action for misdemeanours off the Academy site is clearly stated for students, staff, volunteers and parents.
- To ensure that all adults working at the Academy pay due regard to the guiding principles of the policy regardless of their position in the school.
- To ensure that all staff are fully trained and instructed to apply the behaviour policy and sanctions in way which is fair, reasonable and proportionate to the circumstances.
- To make available the written policy to all persons requiring sight of it.
- To ensure parents and students are aware of the Academy's complaint procedure.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To keep parents informed of their child's behaviour – good as well as bad: to use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion and safety.

Individual student needs

Staff will take account of the individual needs and circumstances of students with special educational needs, disabilities or those at risk when applying the Academy behaviour policy.

NB: Students defined at risk could include minority and ethnic faith groups; travellers, asylum seekers and refugees; students who need support to learn English as an additional language; looked after children; sick children; young carers; children from families in difficult circumstances; pregnant girls and teenage mothers; and any other students at risk of disaffection and exclusion.

- The Academy will avoid discriminating against the above groups in the application of the behaviour policy.
- The Academy will monitor and assess the impact of the behaviour policy on students, staff and parents of all learner groups.
- The Academy will, to the best of its ability, ensure staff are well informed about cultural and other differences in behaviour and the manifestation of difference in the learning environment.
- The Academy will take appropriate account of cultural and /or religious need when developing or reviewing rules related to uniform and appearance.
- The Academy will make reasonable adjustments in the application of the behaviour policy in respect of disabled students.
- The Academy will make special education provision for those students at school action and school action plus where behaviour related learning difficulties require a graduated response to be made.
- The Academy will be alert to the potentially disproportionate impact of the Academy's disciplinary framework on vulnerable students.
- Vulnerable students will be identified on the special needs list which will record strategies and procedures used to encourage positive behaviour for each student.
- The academic mentoring of vulnerable students will be carefully organised and reports arising from this process will act as a reference and referral point for all staff dealing with the student.

Student rights and expectations

- To contribute to the development of the school behaviour policy, with every student involved in the consultation process.
- To be taught in environments that are safe, conducive to learning and free from disruption.
- To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- To appeal to the Principal / Governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.

Rewards:

The Academy reward scheme is Vivo Miles which is a web based system where students earn miles for good work, making a contribution to the Academy, attendance etc. each Vivo is worth 1 pence and students are able to purchase rewards from the website using their Vivo accounts. At the end of each half term there are rewards assemblies where students are presented with certificates noting attendance records and the number of Vivos earned.

The scheme aims to encourage students to work hard, be good citizens and behave appropriately. Thus:

- All teaching staff have an allowance of Vivo Miles which they award to students for a range of positive behaviours and achievements.
- Promoting the rewards scheme is a priority for all academy staff.
- The Student Council will review the rewards scheme annually and may recommend changes and new initiatives.
- Vivo Miles may be exchanged for prizes and these are readily available through the Vivo Miles web site. Equally they may be used to pay for school trips, the school prom, uniform and items purchased from the students shop.

Every member of staff will be provided with a stamp which should be used to reward students on a regular basis for positive attitudes to work and behaviour for learning. These rewards will be collated through the Tutor system and the following agreed tariffs should be followed.

VIVO Rewards for attendance

- 100 Vivo's for perfect attendance in one half term
- 600 in total for all 6 half terms completed
- Rewards to be presented in assembly in the form of a VIVO Cheque and certificate

VIVO Rewards for organisation and Punctuality

- 25 Vivo's for perfect Pen, Pencil, Planner 5 days of the week
- 250 Vivo bonus for completing 1 half term with perfect organisation.
- 1000 Vivo Bonus for the year.
- Rewards to be presented in assembly in the form of a VIVO Cheque.

(Appendix A is an exemplar for the use of Tutors to help monitor appropriate levels of rewards)

- A *Prize Draw* may be run three times per year in addition to Vivo Miles for upper school students. The draw enables us to further reinforce and reward positive behaviours and attitudes with our older students.

Rewards may be given in the form of letters or postcards home, certificates of merit celebrating a wide range of individual successes. These rewards can be given both by teachers and support staff. Leaders should however agree with their teams appropriate criteria for such awards.

Challenging poor behaviour

Whilst acknowledging that judgments are more difficult to make than tariff responses it is none the less useful to categorise behaviours in order of severity and make appropriate responses. A clear hierarchical structure to which all members of our learning and teaching community have contributed will be published in every classroom and public area in the Academy. (See COLA behaviour for learning flow chart)

Good behaviour for learning is, in the first instance, the responsibility of the classroom teacher and the students in that lesson. It is the responsibility of the teacher and the students to arrive at lessons on time, have the correct equipment, have good standards of dress and be prepared for learning. The guiding principle of this policy is that sanctions are applied where learning and teaching are compromised.

The Tutor

At the City of London Academy the Tutor is the first and natural point of contact between students, parents and the school. The Tutor is the person who welcomes students to the school at the start of school and sets the standards and expectations for the day. The aims of the Tutor are, therefore, to build strong relationships with individual pupils and to create a Tutor group ethos which becomes the bedrock of all other aspects of the life and work of every member of our learning and teaching community.

Registration

Registration has two main functions. First, it fulfils the legal requirement to register pupils. This should only take a few minutes of Tutor time, but it gives the Tutor a unique and ongoing insight into the attendance and punctuality patterns of individual pupils. Sometimes this will require the Tutor to make contact with the pupil's home to establish reasons for non attendance and, where necessary, to liaise with the Head of Year if further action is required.

The other main function of registration is to prepare the pupils for the school day.

During registration tutors should check:

1. **School Uniform:** Tutors should ensure that pupils are dressed in correct uniform and that they are sent to lessons smart and in an orderly way. This ensures that the teacher who receives them can start the lesson promptly and helps create an orderly start to lessons.
2. **Equipment:** Tutors should regularly check that pupils have the correct equipment that they will need for their lessons; this promotes high expectations and reduces disrupted learning experiences for all pupils.
3. **Planners:** Tutors, with Heads of Year, should regularly check students' use of planners. This will help students with their organisation skills and will give Tutors insight into academic progress.

Tutors will be responsible for monitoring and ensuring good punctuality. Therefore as well as school detentions Tutors will be able to impose a smaller 15 minute detention, at the Tutors convenience, for poor punctuality and failure to bring correct equipment to school. If the student fails to attend then the student will be given a 30 minute detention by the form Tutor for the following day. If the student fails to attend this detention then it escalates to a HOY/HOL detention. (See lateness policy flow chart Appendix B)

If a student is late on three or more occasions in any half term Their Head of Year will invite parents/guardian into school to discuss the students punctuality. Should there be no improvement during the next half term the Assistant Principal for that Year will require the parent/guardian to come into school to sign a contract of punctuality with the Academy.

The Classroom.

Where learning and teaching are compromised in the classroom students should first be given a warning. If the behaviour is repeated the students name should be written on the board, on the third strike the student should then be removed to the removal room using the buddy system and the remove timetable published in every faculty.

Where a student has been removed the teacher and the student should try to resolve the matter on the same day or as soon after as possible. If the matter is unresolved then the teacher should issue the student with a detention slip for a school detention for the following day.

The Faculty.

Depending on the severity or persistence of the behaviour the Head of Faculty may intervene with level 2 sanctions and place the student on faculty report or behaviour contract.

(Appendix 3 and 4)

All Heads of faculty will be issued with radios and should use the SLT on call rota to assist when the normal procedures for dealing with compromising behaviour has broken down.

School Detentions.

All members of staff at the City of London Academy will be issued with a detention booklet. Detentions can be issued for:

Not handing in homework

Persistent lateness to lessons

Persistently poor uniform

Poor learning behaviour

Rudeness and challenging members of staff

Disruptive or dangerous behaviour.

All members of staff need to ensure that they follow the level one sanctions before issuing a detention slip to students. If a detention is warranted then this will be a half hour detention for the following day. Heads of Year should oversee these detentions but not take them so as to make the Head of Year detention distinctive. The half hour detentions will be supported by members of staff who do not have tutor groups.

Should the situation become more serious then the member of staff should liaise with their HOF or HOY and the HOF or HOY should sign off a one hour HOY detention. HOFs and HOYs will receive an activity report from MIS on a weekly basis. HOY detentions will take place one day per week. Failure to attend a HOY detention will result in an SLT detention, again to take place on a fixed day, should a student receive an SLT detention the Parents/ Guardians will be contacted by a member of SLT and they will receive a letter confirming the date and place of detention. (See Appendix B)

The member of staff and the student will sign the detention slip and the reason for the detention should be given. The student will be given page one and it will be the students responsibility to ensure that the slip is handed to the parent/ guardian on the same day. The teacher will be responsible for handing page 2 into the general office by 3.30pm of of the same day. Page 3 will be kept by the member of staff for their own records. Class registers will highlight in red if a student has a detention on that day and period six teachers should take the student to the room where the detention is being held. This will normally be the same room each day for each Year group. These detentions will be managed by teachers. Should a student be absent on the day of a detention then the detention should be made up on the first day of return to school. If a student

SLT Detentions

Each year group will have an Assistant Principal attached to it. Where students fail to attend a school detention they will be given an AP detention, this will be one and a half hours and will be arranged by the AP. The parents will also be contacted by letter and telephone and the detention and reason will be recoded and published by MIS in the same way as the school detention. AP's will also give detentions when deemed necessary and in line with the

behaviour policy. Failure to attend an SLT detention will result in the student being referred to the inclusion unit and a parental interview should be arranged.
(Please refer to detention protocol flow chart)

SLT will review data on behaviour, attendance and punctuality on a weekly basis to effect swift interventions.

Each detention or behaviour entry on Sims will accrue a behaviour point, letters and contact with parents as well as interviews with senior staff will be triggered by accrual of set numbers of points:

1. Student gains 20 behaviour points- letter sent home by Head of Learning
2. Student gains 40 behaviour points- student seen by Assistant Principal and letter sent home.
3. Student gains 80 behaviour points- student seen by Vice Principal letter sent home.
4. Student gains 100 points- student seen by Principal, parents contacted and letter sent home. (See appendices letters)

Other sanctions in the behaviour policy, e.g. PSP, may be introduced at any point in this process as is judged necessary.

Recording incidents of poor behaviour

All incidents of poor behaviour should be logged onto SIMS as soon as possible after the incident. Incidents should be logged by the teacher who witnessed or dealt with the original incident.

It is essential that poor behaviour is challenged consistently around the school. This policy therefore includes the following initiatives to ensure a safe secure and calm ethos is preserved:

- It is important that all staff have a presence in corridors at lesson changeover, at the beginning and end of breaks and at the end of the day.
- Staff must punctually carry out their duties at morning breaks.
- Staff must be punctual and lessons must start and finish on time
- Year Assistants will regularly patrol outside areas and stairwells.
- A lesson by lesson SLT behaviour rota will be drawn up and implemented

The inclusion unit: The purpose of the inclusion unit is not in the first instance a place where students are sent to be punished but rather a place of learning where students can access the curriculum through the provision of “first quality teaching”

- The inclusion unit is located on the ground floor of the temporary buildings and is staffed throughout the school day.
- Students may only be referred to the inclusion unit by HOF/HOY and members of SLT.
- The procedures for referral to inclusion unit are laid out in the unit handbook
- The inclusion unit implements a fixed term tariff for referrals
- The head of unit maintains and develops links with offsite provision, (PRU, Behaviour projects etc)
- The specific needs of referred students are catered for in the unit through personal learning programmes
- Weekly publication of students in the inclusion unit on intranet.

PSP (pastoral support programme)

For continued and persistent poor behaviour, poor attendance or in cases of inappropriate behaviour outside school, students may be referred for a pastoral support plan. Heads of Faculty may refer on behalf of their team to the relevant Head of Year or the AP inclusion. Heads of Year will draw up the Pastoral Support Plan for qualifying students.

PSPs may be implemented alongside referrals to outside agencies such as Educational Psychologist, Youth Offending Team, Education Welfare Service, Behaviour and Exclusion Support Team and various behaviour management projects. This is particularly relevant to students with statements of special educational needs for whom the PSP must be drawn up in consultation with the SENCO. PSPs will be monitored by HOYs and parent meetings will be held every 10 school days to check progress

Governors Disciplinary Panel

The panel will meet to hear serious cases of continued and persistent poor behaviour. The panel is empowered to issue a formal governors warning to parents regarding the future behaviour of their child. The warning is such that future poor behaviour may result in permanent exclusion from the Academy.

Fixed term and permanent exclusions

Excluding a student is a measure which may only be taken by the Principal.

There are two types of exclusion: fixed term and permanent. The Principal may exclude a student for up to 45 school days in any academic year. Over 45 days the exclusion is deemed to be permanent.

Exclusions which result in the student being excluded for more than 5 school days (singly or cumulatively) in a term must be reported to the governors and the student's home LA.

Any exclusion which may result in a student missing a public examination must be reported to the governors and to the student's home LEA.

All other exclusions must be reported to the governors and the student's home LA.

Monitoring and reviewing this policy

- The implementation of the policy will be monitored by the Principal and a report made to the Governors Curriculum and Community Committee each term. All exclusions will be reported to the Committee in the termly report.
- This policy will be reviewed at least every two years by the Governors Curriculum and Community Committee and recommendations for acceptance of the biennial review made to the governing body meeting in the summer term of the review year.

Signed: _____ Date: _____

Principal

Signed: _____ Date: _____

Chairs of Governors



