



CITY OF LONDON ACADEMY
HIGHBURY GROVE

Behaviour for Learning Policy

BEHAVIOUR POLICY

Purpose:

To promote good behaviour and attendance so that students may learn, achieve and enjoy Academy life in a peaceful and positive atmosphere.

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Good behaviour systems are apparent when all staff are consistent in their management of students and work well together to support each other. Behaviour is never somebody else's responsibility. It is all of ours.

1. Values

Our success is tested not by the absence of challenges but by the manner in which we address them.

This policy outlines some important values which need to underpin all our interactions with students.

- Respect every person.
- Treat everyone as an individual.
- Separate the problem from the person – never criticise the person, only the inappropriate behaviour.
- Relationships are vital: relationships between everyone and at every level. Take the initiative:
 - Greet and acknowledge the greetings of staff and students around the Academy.
 - Speak and be spoken to.
 - Smile and respond.
 - Communicate.
 - Be proactive in raising the self-esteem of others.
- “Problems” should be considered as challenges and are normal where young people are learning and testing the boundaries of acceptable behaviour.
- Always seek solutions to challenges presented by students.

Challenging behaviours

Do not react: address the problem

All informal contact contributes to standards of behaviour. Manage that behaviour by taking the initiative at every opportunity. Expect to:

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| <ul style="list-style-type: none">◦ Never talk/shout aggressively◦ Avoid confrontation◦ Avoid humiliating students◦ Actively listen◦ Establish the facts◦ Judge only when certain◦ Use punishments sparingly◦ Never threaten anything that cannot be followed through. | <ul style="list-style-type: none">◦ Start the dialogue.◦ Greet students.◦ Deal with all misbehaviour fairly and consistently - to ignore it is to condone it and to undermine oneself.◦ Set high standards of speech, manner and conduct.◦ Be enthusiastic and enjoy working with students.◦ Deal immediately with potentially troublesome situations. |
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1. If classes are causing you concern, seek advice from your Curriculum Leader.
2. All staff, teaching and non-teaching are expected to serve a role in ensuring good behavioural management
3. It has to be acknowledged that disruption can be caused where teaching and learning is not of a sufficiently high standard. This does not preclude support being sought, however.
4. All colleagues are expected to support each other to ensure good behavioural management.
5. Truancy should result in a detention, letter/ phone call home and further sanctions could include ER/ parental meetings. HOH should oversee this process.
6. Incidents around school should be dealt with by staff involved if at all possible. More serious incidents should be reported to HOH/ SLT.
7. All incidents of more than a minor nature should be logged on SIMS.

The COLAHG Good Lesson

Ensure calm, orderly and responsible conduct by:

- ❖ preparing work for students that is appropriate
- ❖ being punctual and present as a teacher

Suggested strategies

Clear, positively stated classroom rules need to be shared with students and frequently referred to. The rules can be different according to the type of activity taking place (i.e. different rules may be needed for Maths v PE).

Experienced teachers need to model appropriate teacher behaviour for less experienced and encourage/ support them to do the same.

All staff need frequent training on classroom management, plus routine sharing of successful classroom management strategies.

Start of the lesson

- All teachers to stand at the door with a line of view of both the corridor and the classroom.
- Teachers use eye contact and welcome students with a friendly and positive greeting: *"Good morning – nice to see you". "Great homework Joe". "Feeling better Amy? Glad you're back". "Let's have another great lesson today Louis!"*
- Teachers support their colleagues by encouraging all students to get quickly to lesson.
- All staff to actively chase students into lessons.
- Supply teachers to be given a sheet with these routines.
- ➔ Teachers who do not follow these routines or arrive late should be challenged
- Books on tables.
- Lesson starter on the board so that students have something to do as soon as they walk in.
- Dealing with latecomers: to prevent latecomers interrupting the flow of the lesson the following techniques could be used:
- *Signal students to their seats without the teacher having to break their flow of instruction*
- *Use a warm-up activity at the beginning of the lesson that is easy to feed students into (and which makes them want to arrive on time).*
- *Offer whole –class choice time at the end of x weeks when the class has been on time.*

Main part of the lesson

- When the teacher is ready to begin, they signal to the students using a range of positive behaviour management techniques e.g.
- *Praise and acknowledge the ones who are doing it right – "Tony is standing nicely". "Thank you Ahmed for taking your coat off".*
- *Name the rule – "take your coats off please", "line up quietly please Chantelle"*
- *Do not give grudging acknowledgement when things are done right – "It's taken a long time to get your attention" It is better to say, "Good, we're ready to start".*
- *Getting attention: establish a position from which you do your talking to the whole class – that position will become your "teaching position".*
- *Getting attention: Use a visual or audible signal for getting silence such as a countdown from five or three with your hand in the air and encourage students to do the same.*
- Teachers use a range of positive behaviour management techniques to encourage hard work and adherence to rules, such as:

Tactical pausing- Leave a gap between saying the student's name once or twice and giving the command

Take up time - Give students time to respond to the command

Use familiar forms of words - "When you come in the room, sit at your desks, eyes front and no talking". Use those familiar directions often, especially when the going is good.

Check for understanding - After giving directions, always check for understanding by asking students to repeat them back. In an average lesson, only half a dozen students listen to instructions, another 15 watch what the others do and copy it, and the remainder need to be told again.

Use signals for attention - E.g. flick the lights on and off, count backwards, hand in air, tapping on the desk, pointing to your shut mouth. They are unobtrusive and surprisingly effective

Visual signals - E.g. try drawing a noise meter on the board, which you can point to when the noise level gets too high.

Say please and thank you - It is useful to state the rule and add please or thank you e.g. "Walking in the corridor, please Karl". Remember we are going for the least intrusive style – stating the rule can bring a student back into acceptable behaviour without having to punish them

Humour- Is very effective for diffusing a situation , but do not use sarcasm : it is sometimes very effective but it could raise the tension with some pupils.

Describe activities in advance (MINT)- Include in each instruction: the Materials students will need, whether you want students In or out of their seats, the Noise level you expect and the Time they will have to complete the work: " You may talk quietly, no more than two people out of their seats at any one time, and you should have your folder on the desk. You have ten minutes to complete this task".

Name the rule- For example, "Keep hands, feet and objects to yourself please Kamal". Instructions work much better if they relate to a rule or direction that the student already knows.

Talk quietly and slowly

Command- Praise , Praise, Praise - When you issue an instruction look for three pupils who are following it and praise them.

Positive repetition - Every time you have to repeat a command, do it by focussing on a student or group of students who are doing the right thing and praising them for it. E.g. "Cherise's table all have their books out- well done!"

Praise every student every day - If you are attaching praise to the several hundred commands you give each day, you will be able to do this.

Praise what you see (focus on work, not behaviour if possible)- A good way of praising older students is just to say what you can see – "all the exercises here are complete and you are talking quietly- good".

After praise move on to something new (to avoid embarrassment)- "Good, you have finished your poster. Well done. Now I want you and Darren to move on to the map work".

Catch them being good (thumbs up, quiet word) - Stay away from the most difficult students. When your peripheral vision shows that they are doing something right let them know: thumbs up, a quiet word, a point for the whole class.

Give tangible rewards: stickers, postcards home, letters or phone calls home - Students appreciate tangible rewards- stickers, certificates, stamps and stars. Use them regularly. They not only reinforce positive behaviours , but they go home and reinforce the parent/carer relationship

Give yourself triggers – Rewarding does not come naturally when we are stressed. Write yourself a reminder card and pin it up, or set a target of making a certain number of praise statements .

Put up a poster saying how you will reward students

Give a student attention / showing interest

Use a student's ideas and suggestions

Written comments on work

Display work

Send to Tutor /HOH/SLT for praise

Note in Planner

Specific mention in assembly and /or prizes at Awards Evenings

2. Behaviour for learning

At COLAHG we seek to praise rather than punish.

Rewards and praise should be given at every opportunity. "Tell a student they are good ... and they will be good".

Give praise and criticism in the ratio 10 : 1.

Rewards	Sanctions
<p>Rewards should reflect and reinforce the importance of good behaviour. Students who consistently follow the Class Code of Behaviour and Out of Class Expectations should be recognised using the Academy's reward system.</p> <p>Rewards should never be used as bribes. The following are important:</p> <ul style="list-style-type: none"> ❖ Use praise whenever appropriate ❖ Inform the tutor or Head of House of good behaviour to ensure praise can be reinforced. ❖ Contact parents/carers about good behaviour. ❖ Make appropriate use of the Academy's reward system which is open to all staff. 	<p>Sanctions must be used as constructively as possible. Sanctions should be simple and consistently enforced. It is important to not threaten any sanction that cannot be carried out.</p> <p>Responsibility for maintaining good discipline and for dealing with misbehaviour rests in the first instance, with the individual member of staff – whether in the classroom or in any part of the Academy. In many cases a reprimand is sufficient to show that a minor breach of discipline or manners is unacceptable.</p>

Different forms of praise – "Ladder of Praise"

15. Academy's Annual Awards Ceremony
14. Nominations for local and national awards.
13. Special awards including taking part in theatre trips, outings etc.
12. Recommendation to Principal
11. Recommendation to Vice Principals for praise, including praise in the House assembly.
10. Recommendation to Assistant Vice Principals for praise, including praise in the House assembly.
9. Certificates or prizes given in termly achievement assemblies
8. Certificates or prizes for excellent work or effort in year assemblies.
7. Recommendation to tutor for praise
6. Letter/phone home.
5. House points
4. Public word of praise from teacher. Point out achievements to the rest of the class
3. Private word of praise in students' books or planners
2. Student's work evaluated by class – establish this as a method of evaluating the learning and restrict to praise not criticism. Talk about successes, especially at the end of the lesson.
1. Display student work.

House points

When the student has gained the right number, the Head of House will send a postcard home

Incidents outside the classroom and support for members of staff

All members of staff should address incidents and offer support where needed.

Isolate student(s) involved, talk quietly and calmly. Shouting loudly to a group of students is unlikely to be effective and could escalate a situation.

Incident	Solution
Eating and drinking	Ask to stop
Outdoor clothing worn indoors Non regulation school coat worn Non regulation uniform	To be removed To be confiscated and passed to reception Confiscated if possible or else placed in ER
Inappropriate jewellery	Ask to remove – if ongoing confiscate and pass to HOH
Mobiles and other prohibited items	To be confiscated and passed to reception
Rudeness	Resolve with the student and report to the tutor and HOH
Shouting	Ask to be quiet
Fights and violence	Stop the incident, ask students to complete incident reports pass to the HOH/VP Behaviour
<p>If a student fails to do as you request e.g.</p> <ul style="list-style-type: none"> • Ignores you • Refuses to do as asked • Answers back with disrespect 	<ol style="list-style-type: none"> 1. Establish name by asking him/her/another student/member of staff 2. If she/he runs off you will be able to recognise her/him later. 3. Do not shout after students or try to restrain them. 4. Find his/her next class (when you are free.) 5. Talk with him/her and give a sanction if necessary 6. Ask the student's HOH/PSM for support

Violence/Fights in the Academy and in the street

Incidents of violence are considered to be very serious and may well result in some form of exclusion from lessons and/or from the Academy.

Procedures for dealing with fights or rumours of fights:

Any classroom teacher, who hears a rumour or conflict between students, should deal with it by discussing it with the students, keeping them behind at the end of the lesson etc.

Rumours or reports from students of potential fights should never be ignored. If necessary, a HOH,HOY, patrol or SLT should be sent for.

Whenever there is a fight, it must be dealt with by members of the pastoral and senior leadership team, as appropriate. One person will act as the co-ordinator, ensuring everything has been done. This will normally be the HOY, HOH, or a senior leader.

Individuals need to be separated and incident reports obtained from them and from any witnesses by the HOY.

Time needs to be spent talking with the students, gaining an understanding of the situation and calming the students – HOY/senior leader.

When the time is right, students need to be brought together to resolve the situation by talking. If this is not possible, they must be kept apart.

It may be appropriate to send a student home early to avoid a fight or to liaise with a parent/carer about keeping a student at home for a cooling-off time to avoid escalation. (Liaise with Principal).

On occasion, a student may need to be taken or sent home by car/taxi.

If police involvement seems necessary, liaise with the safer schools officer, PC Pascal.

In all cases of dealing with a fight, the co-ordinator needs to ensure that parents have been telephoned. (To be done after the situation has been resolved).

3. Guidelines for dealing with confrontational and aggressive behaviour from students

All interactions with students, including those where students are confrontational and aggressive, should be underpinned by the values that are outlined in the behaviour policy.

Physical contact/restraint of students

Physical contact with a student or restraint of a student should never take place, when the purpose is to enforce discipline

In all circumstances when dealing with difficult, inappropriate behaviour:

- Remain calm and unemotional; never lose control or appear to lose control.
- Never shout (unless there is an emergency/dangerous situation).

Staff may only contact/restrain a student to prevent the student from:

- Injuring themselves or others.
- Causing damage to property.
- Committing a criminal offence.

In these situations, only “reasonable” force should be applied.

The following are examples of actions which must not be used with a student:

- Using the body, or putting out an arm to prevent a student from leaving a room.
- Physically pulling, pushing or moving a student in order to make a student obey an instruction.
- Physically removing a hat or other items, when a student refuses to hand them over to you.
- Invading the personal space of a student by standing very close and talking loudly/shouting loudly in the face of the student.
- Pushing a student with an object e.g. with a classroom door/ruler/desk.
- Making personal criticisms, sarcastic comments, swearing, using offensive names, making inappropriate threats, and shouting angrily or aggressively.

The above actions are likely to:

- Inflame and escalate a situation.
- Humiliate the student.
- Undermine your authority.

When faced with a situation where a student disobeys an instruction and walks off/pushes past you, the appropriate action which puts you in control of the situation, is to:

- Remain calm and let the student go.
- Make a clear announcement to students in the vicinity that you will not tolerate such inappropriate behaviour and you will follow up the student and deal with it later.
- Follow up the incident, using the appropriate channels.

Similarly, shouting after a student who disobeys your instructions and walks off/leaves the room, is likely to undermine your authority. Take action, as given above.

When physical contact or restraint is appropriate.

- Physical contact or restraint should only be used in exceptional circumstances by staff.
- You should not feel obliged to intervene where your personal safety is at risk. (Everyone has the right to defend themselves against an attack, provided they do not use a disproportionate degree of force to do so).
- If you decide that you should intervene, make every effort to summon assistance as soon as possible. When restraining a student, only reasonable force should be used and, where possible, talk calmly, explaining to the student exactly what you are doing and why.
- All incidents of physical contact/restraint should be reported to the Principal on the same day and records will be kept.
- Examples of situations where restraint is appropriate include:
 - A student attacks a member of staff or another student.
 - Students are fighting.
 - A student is causing injury or damage by rough play or misuse of dangerous materials/objects.
 - A student is about to cause her/himself serious harm/injury e.g. jumping from a window/stairway.

“Reasonable” Force

There is no legal definition of “reasonable force”. It will always depend on the circumstances of the case.

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

Use of Force

The following need to be borne in mind:

- Before intervening physically, tell the student who is misbehaving to stop, and explain what will happen if s/he does not. You should continue attempting to communicate with the student throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Try to keep your voice clear, level, low in tone and calm. A calm and measured approach to a situation is needed and you should never give the impression that you have lost your temper, or are acting out of anger or frustration, or to punish the student. If you consider it appropriate, other students can be asked to assist.
- Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older student, or a physically large student, or more than one student, or if you believe you may be at risk of injury. In those circumstances you should remove other students who might be at risk, and summon assistance from a colleague or colleagues, or where necessary the Police. You should inform the student(s) that you have sent for help. Until assistance arrives you should continue to attempt to defuse the situation orally, and try to prevent

the incident from escalating.

- Physical intervention can take several forms. It might involve you in:
 - physically interposing between students;
 - blocking a student's path;
 - holding;
 - pushing;
 - pulling;
 - leading a student by the hand or arm;
 - shepherding a student by placing a hand in the centre of the back; or,
 - (in extreme circumstances) using more restrictive holds e.g. standing behind the student and using both arms to hold her/him.
- In all circumstances you should not act in a way that might reasonably be expected to cause injury, for example by:
 - holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe;
 - slapping, punching or kicking a student;
 - twisting or forcing limbs against a joint;
 - tripping up a student;
 - holding or pulling a student by the hair or ear;
 - holding a student face down on the ground.

Appropriate Physical Contact

There are occasions when physical contact with a student may be proper or necessary. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or D& T, or if a member of staff has to give first aid. Students with special educational needs may need staff to provide physical prompts or help.

Touching may also be appropriate where a student is in distress and needs comforting. Staff will use their own professional judgement when they feel a student needs this kind of support. Staff must check if the student is happy for you to touch her/him. It is advised that this is not done when alone with a child.

Physical contact is appropriate to greet/praise students e.g. shaking hands or a pat on the shoulder to congratulate.

Other related issues

Teachers and other Academy staff should always avoid situations which could undermine their professionalism and/or put them at risk of receiving complaints from students, or parents/carers:

- Play fighting/wrestling/horseplay with students is inappropriate and should not take place.
- Giving a student/students a lift in a car should be avoided unless it is for a clear purpose and parents and the Principal at this Academy are aware of the situation. Appropriate situations may include taking a sick student home or taking home a student who is late at Academy when it is dark. (Staff cars can be used as forms of transport for educational visits, but it is important to ensure that the appropriate insurance for carrying students has been obtained). Regardless of parental difficulty they must be actively encouraged to collect their child.
- It is inadvisable to be alone in any area of the Academy with one student, when no other member of staff is nearby. This is particularly important to consider when study clubs and other activities continue into the late afternoon/evening.

4. Behaviour Policy – Guidance for Students

In line with the Academy's Equal Opportunities Policy, all students at the City of London Academy - Islington, have the right to enjoy their learning and leisure free from disruption, both in the Academy and in the surrounding community.

Classroom expectations

Classrooms (including laboratories, library, workshops and gyms) are places of work. Just as in any factory or office, there need to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

Start of Lessons

- Enter rooms sensibly and go straight to your workplace.
- Remove coat and place on back of chairs or on pegs provided.
- Take out books, pens, equipment and planners.
- Put bags away, under desks.
- Remain silent when a register is called.

During lessons

- When the teacher or another student talks to the whole class, remain silent and concentrate.
- Students should stand if another member of staff enters the room.
- If the class is asked a question, hands should be put up to answer. There should be no calling out.
- Students must have a planner and minimum equipment. These must be brought to Academy each day in the Academy bag and placed on the table in each lesson.
- Students are expected to work sensibly with classmates and not distract or annoy them.
- Homework must be recorded in the planner and given in on the expected day.
- Eating and drinking are not allowed anywhere in the Academy building except the dining area.
- Chewing gum is not allowed anywhere on the Academy site.
- Large amounts of money or walkmans, radios, pagers, MP3 players, etc are not allowed in Academy.
- Mobiles may be confiscated if taken out in the Academy.
- Hazardous substances/items (e.g. lighters, matches, cigarettes, glue, correcting fluid, fireworks, knives) should not be brought to Academy.
- Students must not leave a lesson without permission from a teacher.
- Any student who is out of class during lesson time should have an out of lesson pass, or the student may have a medical card or a time out card.
- No one should drop litter.

2. End of Lessons

- The bell and the clock are not signals for students: they are for the information of the teacher.
- Students should not begin to pack away until the teacher tells students to do so.
- The whole class must be sitting or standing behind their desks in silence before anyone is dismissed. The teacher will dismiss a small group at a time.

Finally, it is important for students to remember that:

- Teachers are in the position of parents/carers while students are in Academy. This means that there can be no excuse for rudeness, disrespect or insolence towards teachers.
- Academy guidelines on behaviour apply in the neighbourhood of the Academy and on journeys to and from Academy.

Monitoring and reporting incidents of inappropriate behaviour and equal opportunities

It is important to ensure that students and the whole community in the Academy will not tolerate any incidents of bullying or harassment which run counter to our policy on equal opportunities and educational inclusion.

It is also important that we carefully monitor the use of sanctions to ensure that no groups of students are over-represented. For example if a particular ethnic group were over-represented amongst our exclusions, we would need to question our procedures.

if an incident runs counter to our equal opportunities / educational inclusion policy, for example if there is abuse or graffiti of a racist, sexist or homophobic nature then this should be passed to SLT with responsibility for Behaviour and/or Equal Opportunities. They will take note of the incident for our monitoring procedures. Incidents of this nature are reported to the governors' body each term.

Detailed records are kept of all students who are put into our Evaluation Room and of all students who have fixed-term or permanent exclusions. These are also reported termly to the Governing Body, on the basis of ethnicity, gender and SEN.

5. Information for Parents/Carers

EXPECTATIONS OF STUDENTS

1. ATTENDANCE:

- Students are expected to attend the Academy every day. Only genuine illness and domestic emergencies should prevent a student from being at school. Notes should be brought to explain absences on the day the student returns to the Academy.
- The taking of holidays during Academy terms should be avoided. Appointments with dentists and doctor should always be made outside Academy time.

2. PUNCTUALITY:

- Students are expected to be on time for school both, for the morning and afternoon sessions. Late detentions will be given for lateness on the day it occurs. (Students should be on the Academy site by 8.30 a.m. each morning.
- Students are expected to be on time for lessons.

3. LEARNING:

- Students are expected to show a commitment to their learning in every lesson.
- Students are expected to bring with them to every lesson their planners and the necessary equipment and books for the subject. An Academy bag should be brought to the Academy every day.

Students are expected to complete homework on time, in accordance with the Academy timetable for the group

4. ATTITUDE & BEHAVIOUR:

- Everyone is expected to be polite, helpful and tolerant. Racist, sexist or homophobic attitudes or actions are not acceptable and will be dealt with firmly.
- Verbal abuse of fellow students or staff is unacceptable. Physical assault could lead to exclusion from the Academy.
- Reasonable behaviour is expected at all times and in all areas of the Academy.
- It is expected that students will behave reasonably on the way to and from the Academy. Any identified misbehaviour will be dealt with as if it had occurred in the Academy.
- Eating and drinking is allowed in the permitted areas of the Academy only. Smoking is not permitted on the Academy premises. Chewing gum is not permitted on the Academy site.
- Students should wear the Academy uniform as described in the dress code:
- Potentially dangerous items such as cigarettes, matches, lighters, knives or fireworks must not be brought to Academy.
- Students are expected to take responsibility for all personal property. Large amounts of money, radios, pagers and personal stereos must not be brought to Academy. Mobile phones can be brought, but must be handed to reception as soon as students arrive at school. The Academy cannot accept liability for loss, theft or damage.
- The Academy takes non-compliance to the Academy/Behaviour Code very seriously. Failure to follow this may result in a student being excluded from the Academy.
- The Academy also has well established procedures for rewarding good behaviour.

6. **Inclusion.** Intervention at all stages is key to managing poor behaviour. The Academy has a three wave intervention model in place that outline roles at all levels

Wave – Universal provision	Teacher
Wave 2 – School Action	Curriculum Leader and HOH
Wave 3 – School Action Plus	HOH