



CITY OF LONDON ACADEMY
ISLINGTON

WHERE STUDENTS SUCCEED

Behaviour Policy

Behaviour Policy

Aim

Positive behaviour underpins all aspects of a student's education. Good behaviour enables students to make outstanding progress and enables them to become socially responsible citizens, preparing them for life after education. At COLAI we believe that all students have the right to an outstanding education, to fulfil their potential and feel safe at school. Therefore, we expect outstanding behaviour from all our students all the time. We expect good behaviour from students because we care about them.

Roles and responsibilities

All staff will:

- Expect high standards of work and behaviour
- Have unconditional positive regard for all students, holding a belief in every individual's capacity to succeed
- Always follow Academy procedures and policies
- Reward good behaviour and challenge poor behaviour
- Communicate praise or concern to parents and carers
- Model the behaviours they expect to see demonstrated by students

Tutors will:

- Work to create a cohesive identity and a positive ethos in their tutor and year group
- Reward positive behaviour and take action to improve poor behaviour
- Monitor and give feedback through the referral and reporting systems
- Communicate regularly with parents/carers
- Communicate with subject staff and others as appropriate

Curriculum Leaders will:

- Ensure staff in their department follow strategies for effective classroom management
- Monitor classroom practice through regular observations and data analysis
- Support teachers in maintaining discipline and following up incidents
- Support the professional development of staff regarding their classroom and behaviour management skills and practices

Heads of Years will:

- Lead and implement the behaviour policy with their year group
- Manage the tutor team and provide support strategies for tutors and parents/carers
- Monitor the behaviour of students through data, referrals, reports and discussions, and provide help to tutors in co-ordinating support for students where required
- Implement and monitor the anti-bullying policy and procedures
- Liaise with internal and external stakeholders as appropriate to support improvements in students' behaviour

The SEN and Inclusion Department will:

- Work closely with all relevant stakeholders to identify where there may be undiagnosed SEN
- Co-ordinate the development and implementation of support plans for students with SEN, including those with social, emotional and behavioural needs in accordance with the SEN Code of Practice
- Respond to referrals of students for behaviour support
- Co-ordinate support for students in lessons
- Liaise with relevant internal and external stakeholders and agencies to ensure that information is shared appropriately
- Communicate with parents and carers to ensure effective home-school liaison

The Senior Leadership Team will:

- Be visible, active and involved in managing behaviour and supporting others to do the same
- Recognise and reward positive behaviour
- Provide training for all staff on understanding and managing student behaviour
- Design and implement a curriculum that allows students to develop their character
- Take appropriate and timely action in relation to serious incidents and persistent disruption
- Oversee liaison with outside agencies
- Identify and provide for staff development needs
- Monitor referrals and exclusions
- Report key data such as exclusions and referrals to the Governors
- Develop well-informed, strategic approaches to secure outstanding behaviour

All students will:

- Do their best at all times to manage and take responsibility for their own behaviour
- Follow Academy rules and comply with Academy procedures
- Work positively and respectfully with adults and peers

Parents and carers will:

- Work in partnership with the Academy to support their child's positive behaviour and attitude
- Support the Academy's behaviour policy
- Attend meetings with teachers to discuss their child's progress and conduct

Governors will:

- Support rewards and reward ceremonies
- Regularly review behaviour and exclusions data
- Sit on exclusion panels as required (non-staff governors only)
- Monitor and review the effectiveness of the behaviour policy

Rules

General rules at CoLAI:

Students should:

- Arrive to school **on time**
- **Wear the full Academy uniform correctly**, including when travelling to and from school
- Be **polite** to all students, staff, visitors and the wider community
- Respect other students' learning by **not talking whilst in the corridors, on the stairs or in the atrium**
- **Not run** inside the building, and follow the **one-way system at all times**.
- Always use the bins provided; **never leave litter** anywhere else
- Other than water, only consume food and drink at break and lunch times in the canteen or playgrounds
- Not use or have in their possession a mobile phone **at any time** whilst on site

Classroom rules:

Students should:

- Be **punctual** to all lessons
- **Always** bring the **correct equipment** to lessons
- **Remain seated** unless given express permission by the teacher to get up
- **Not use the toilet during lesson time**
- **Not talk** if someone else is speaking
- Put their **hand up** if they have a question
- **Complete all work set** to the best of their ability
- **Enter all homework** into their planner
- **Not consume any food or drink** except water

Prohibited items

The following items are not permitted on the Academy site:

- Personal electronic devices, including mobile phones, smart watches, MP3 players and gaming devices. Students can hand in mobile phone at the start of the day and collect them at the end.
- Non-academy clothing, including hoodies (plain black or grey jackets are allowed outside) and hats or scarves of any colour
- Fizzy drinks and energy drinks
- Sweets
- Chewing gum
- Jewellery, other than a single plain gold or silver stud in each ear
- Make up, including false nails, false eyelashes and fake tan
- Cigarettes, tobacco, cigarette papers, e-cigarettes, vaping devices or any other similar products
- Lighters or matches
- Alcohol and so-called “legal highs”
- Fireworks
- Stolen items
- Pornographic images or text
- Material that promotes or incites violence or hatred towards others
- Illegal drugs
- Knives, weapons, or any item that staff suspect has been/may be used to commit an offence, or to cause personal injury, or damage to property

If students are found to have brought any of the above items onto the Academy site, the item(s) will be confiscated. Non-Academy clothing and jewellery may be collected from reception at the end of the school term in which they were confiscated. Personal electronic devices will be confiscated for a week in the first instance, and then until the end of term for any subsequent incidents. All other items will be disposed of, and police notified where necessary.

Routines

The Academy has a number of routines that all staff and students are expected to follow. They are used to teach students good habits, demonstrate the Academy’s high expectations, provide consistency and support students to display good behaviour.

Line-up:

At the start of each day, at the end of break and at the end of lunch, students in years 7 to 11 are expected to line up in their respective playgrounds:

Students should:

- Move to their lining up point promptly when the bell is rung
- Stand in a straight line
- Face the front at all times
- Remain silent
- Ensure their uniform is worn correctly: blazer on, shirt tucked in, tie the correct length and knot over the top button, bags on backs
- Leave the playground in silence and remain in a straight line on their way to their classroom

Teachers should:

- Ensure they are in the playground before the bell for line-up is rung
- Stand in the correct position so that students know where to line up
- Once students start to line up, move down the line to check that students’ uniform is correct and that they are in silence and facing the front
- Once the countdown has reached “zero”, record the names of any student who is talking, not in their correct line or otherwise disrupting line up, and pass these names to the Pastoral Support Manager to log
- Stand at the back of the line supervising students whilst the line up lead addresses the playground

- When the class is dismissed from the playground, remain at the back of the line as the class goes up to their classroom, ensuring students move silently in a straight line and on the left of the stairs/corridor
- Issue students talking on the way up to class with a detention
- Model the behaviour expected of the students, and not engage in non-essential conversations with either staff or students

Entrance to the classroom:

Students should:

- Line up outside of the room in single file and in silence
- Enter the classroom silently when instructed to
- Go straight to their allocated seat, get their equipment out on the desk and put their bag underneath the desk and their coat on the back of their seat
- Stay standing behind their chair and greet the teacher in response to the class being greeted – “Good morning/afternoon Mr/Ms X.”
- Take a seat, open their exercise book, write down the title and date
- Start the Do Now task in silence

Teachers should:

- Ensure students enter the room in silence
- Greet/welcome each student individually as they enter
- Check the uniform of each student as they enter
- Greet the class when they are all in the room and have their equipment on the desk – “Good morning/good afternoon Year X.”
- Instruct students to take a seat
- Ensure that a Do Now activity is on the board
- Take the register within the first 5 minutes and log late detentions for any students arriving after this (or later than the rest of the class if coming from line up).
- Give verbal prompts to remind of the expectations throughout the entry routine e.g. ‘remain in silence’, ‘put your equipment on the desk’, ‘title and date at the top of the page, please’

During the lesson – teacher-led phase

Students should:

- When the teacher counts down to **silence**:
 - On **3** finish their conversations
 - On **2** put their pens down
 - On **1** have eyes on their teacher, ready to listen
 - On **0** be in **silence**
- Only answer questions when asked to by the teacher
- Put up their hands if they want to ask a question or contribute

Teachers should:

- Use the countdown to **silence**, narrating the expected behaviour.
 - “On **3** you finish your conversations”
 - “On **2** you put your pens down”
 - “On **1** you have eyes on your teacher, ready to listen”
 - “On **0** you are in silence”
- Be explicit with the word **silence**, don’t use “quiet” or “shhhhh”.
- Name the students who are still speaking rather than addressing the whole class.
- Use RWD for any students who do not follow the instruction.
- Ensure the entire class is silent before talking
- Ask questions before naming the student required to answer it
- Let students know if ‘hands up’ are required for a response

During the lesson – independent student work

Students should:

- Listen carefully to the instructions/explanations
- Work to the best of their ability
- Present their work neatly

Teachers should:

- Explain what the students will be doing
- Explain how the students will do it
- Be specific as to whether tasks should be completed independently or in groups, and with or without silence
- Be clear that all talk, when permitted, must be about the work
- Give a specific timeframe for each task
- Check for understanding at regular points during the task
- Recognise and reward positive effort and attitudes

Dismissal from the classroom

Students should:

- Stay in their seats and pack away equipment calmly and quietly when asked to
- Ensure table area is clean and tidy for the next class, place any rubbish in the bin as they leave
- Tuck chairs in and stand behind them in silence when asked to by their teacher
- Ensure their uniform is correct, including wearing blazers
- Wait in silence to be dismissed in small groups
- Take the quickest route to next lesson or breaktime
- Walk quietly on the left

Teachers should:

- Ask students to stay in their seats and pack away their equipment
- Delegate responsibility to one or two students to collect in books/resources – minimise no. of students who are moving around the room.
- When the students have packed away, ask them to stand, tuck chairs under desks and stay behind their chairs
- Countdown to silence
- Move towards the door and stand in the corridor ready to monitor exit from the classroom
- Ensure that student uniform is correct **before** the students leave the classroom
- Dismiss the class in small groups and direct them towards their next lesson
- Narrate the expected behaviour and acknowledge students getting it right and/or those that have had a good lesson
- Use RWD for any students not meeting expectations as they leave
- At the end of **tutor time** and **period four**, lead their class down the nearest stairs to the playground

Managing behaviour in the classroom

Teachers narrate the behaviours they expect to see in the classroom. They should give first attention to those students getting it right, and praise and achievement points where this is the case. A “Legend of the Lesson” should be awarded each lesson.

For low-level misbehaviour/disruption, all teachers should use RWD:

- **Reminder**
- **Warning**
- **Detention**

This should be recorded on the board during the lesson. Students who reach the detention stage will be issued with a 20-minute class teacher detention. Should the student continue to misbehave, they be removed from the lesson

(parked to another room) and will receive a 40-minute detention. All detentions of 40 minutes or more should be followed up with a phone call home by the class teacher who issues it.

Students may be removed from classes for single incidents of more serious behaviour, including but not limited to:

- Swearing in class
- Aggressive behaviour
- Defiance
- Leaving the room without permission

Patrol

A member of senior or middle leadership will be on patrol each period to support with any incidents that occur during that time. If a student needs to be removed from a lesson, staff should contact patrol either by:

- Emailing the behaviour email account
- Sending a responsible student to reception with details of the room that patrol needs to attend

Support

The Academy recognises that some students may face circumstances in their lives that can result in challenging behaviour. Whilst poor behaviour isn't acceptable, its causes should be understood. The Academy is working alongside Nurture UK to ensure that it uses a trauma-informed approach to managing student behaviour, be recognising the six principles of nurture:

1. Ensuring all staff understand the developmental nature of children's learning
2. Ensuring all staff understand the factors that influence student behaviour
3. Ensuring that staff and students have a shared language around behaviour to communicate effectively
4. Planning for student and staff wellbeing
5. Ensuring the classroom is a safe space where teachers can teach, and students can learn
6. Planning to support students through key transitions school life

The Academy uses a range of interventions with targeted students with the aim of reducing incidents of poor behaviour, including those that lead to suspension. A summary of these is as follows:

- **Regular check-ins with members of the pastoral team** to ensure students are prepared for the day's learning and also give them a chance to share any concerns they may have
- **City Year:** A team of volunteers who work four days a week providing pastoral and academic mentoring to students
- **XLP:** Mentors providing weekly mentoring sessions
- **RUN outreach:** Counsellor who provides weekly sessions
- **ThinkForward:** Long-term coaching supporting young people at risk of being Not in Education, Employment or Training (NEET)
- **Child and Adolescent Mental Health Service (CAMHS)** clinicians who work within the school to offer therapeutic support to students and also advice and guidance to parents and carers
- **School counsellor** who provides counselling sessions for individual students
- **Report Cards** with clear targets that support student success. Students on report should show their report to their parent / carer at the end of each day
- **Regular meetings with parents of students causing concerns**
- **Regular liaison with external agencies who support students**, e.g. Children's Social Care, Islington Targeted Youth Support and Young Hackney.
- **Pastoral Support Plans** designed to support any student for whom the normal, school-based strategies have not been effective. This usually runs for a minimum of six weeks

Report cards

The Academy uses a system of report cards to support students in improving their behaviour. There are four levels of report:

1. Tutor report: students will need to show their report card to their form tutor each day for two weeks
2. Head of Year report: students will need to show their report card to their Head of Year each day for two weeks
3. SLT report: students will need to show their report card to the relevant member of SLT each day for two weeks
4. PSP report: these are for students who are on a Pastoral Support Plan

The tutor report, Head of Year report and SLT report will have the same three targets:

1. Arrive on time to all lessons
2. Remain focussed on your learning and complete the work set to a high standard
3. Speak politely to all staff and students

Students will receive a tick or cross for each target in every lesson, depending on whether or not they have achieved the target. Four or more crosses in one day will result in a failed day. Four or more failed days will result in a failed report. A failed report will result in an escalation to the next level of report and an associated sanction.

Rewards

- Students should be rewarded achievement points for **exceptional** behaviour, effort or quality of work.
- Staff should aim to give out **five achievement points per lesson** they teach.
- Staff will also award '**Legend of the Lesson**' to one student per lesson that they teach. This is given in the form of a postcard to the student who wins this accolade. The student who has received 'Legend of the Lesson' will receive three achievement points.
- Staff are also expected to use verbal praise, both directly to the student and via **phone calls home** to parents and carers.
- On a weekly basis, one student per tutor group is awarded with a '**Freedom of the Academy**' pass, which is selected by their tutor and Head of Year, based on progress, attainment, behaviour and attendance.
- **End of term awards** are given out in each year group at the end of each term to recognise those students who have demonstrated outstanding progress, attainment, attendance and effort. These rewards are in the form of certificates and prizes.
- The Academy will also recognise excellence, when hosting an annual **Awards Evening** to celebrate exceptional students in each year group.

Sanctions

Detentions

The Academy runs detentions of 20 minutes, 40 minutes, 1 hour and 1 hour and 20 minutes. These are after school from 3.10pm. Students will sit their detention the school day after it is set. Parents and carers will be informed by a Progress Parent notification of all detentions their child receives at the end of each day, and a text on the day their child is to sit the detention for any detention of more than 20 minutes. Detentions can only be moved to an alternative day if the student has a pre-planned appointment with a professional, for example a medical or dental appointment. Having after school classes, clubs or tuition, or having to pick up a sibling from school is not a valid reason to miss a detention. Any missed detention will result in an escalation of the sanction; see the behaviour pathway for further details.

During 40-minute, 1-hour and 1-hour 20-minute detentions students must complete a written reflective task to help them improve their behaviour in the future. Students must also complete a restorative conversation with the member of staff who has set the detention. This should take place during their detention but must take place **outside** the canteen. As a guide, staff should use the following approach:

1. Frame the conversation: *"You've had a hard time meeting the expectations in today's lesson. Tell me in your words what happened"*
2. Make sure the student is clear on the role they played: *"How did your behaviour contribute to the situation?"*
3. Highlight the impact their behaviour had on the learning in the lesson: *"How did that affect your learning? How did it affect the learning of the other students?"*
4. Get them to reflect on how they could improve: *"What could you have done differently in that lesson?"*
5. Reiterate the expectations: *"In order that everyone can learn, it's really important that you [X]. I know you can do better than this and I'm looking forward to you getting it right next lesson."*

The Reflection Room

The Reflection Room is used as a sanction when student behaviour means they cannot be in lessons for a period of time. Whilst in the Reflection Room, students will be provided with work which they are expected to complete in silence. Teachers of their lessons for that day must provide independent work for them to complete. Students will also complete a reflective task. Students will be provided with lunch whilst in the Reflection Room.

Students who are in the Reflection Room will have alternative timings to their school day. The day starts at 10.00am, and students should report to reception at 9.55am **and not before**. The day ends at 4.30pm. Parents will be informed by text message the day before if their child is in the Reflection Room.

Offsite Provision

If a student persistently refuses to follow the Academy's rule, the Academy may direct a student to continue their education off-site to improve their behaviour and prevent suspension. Parents and carers have a legal responsibility to ensure their child attends this provision for the duration of the referral.

Suspensions

Suspensions are used as a sanction when student behaviour means they cannot be in school for a period of time. Only the Principal, or a Vice Principal in the Principal's absence, can decide to exclude a student. Parents/carers must attend a reintegration meeting with their child when they return from a suspension. Depending on the circumstances, the student may also need to attend a restorative meeting with a peer or member of staff before returning to lessons. While the length of the suspension will be determined in the first instance by the severity of the incident, repeated incidents of the same nature will result in an escalation in the length of the suspension.

If the suspension is for more than five school days, the Academy will arrange for the student to spend time at an alternative provision from the sixth day onwards. Students must not come near the Academy site for the duration of their suspension.

Permanent Exclusion

The Principal may take the decision that it is reasonable and proportionate to permanently exclude a student from the Academy. A student may be permanently excluded from the Academy for:

- Being in possession of an item that could be/has been used as an offensive weapon
- Being in possession of, supplying or selling banned substances on site
- Being under the influence of alcohol or other mood-altering drugs resulting in a serious risk to student and/or staff safety
- Serious and ongoing bullying, including cyber-bullying
- Serious physical and/or sexual assault on a student or member of staff
- Sexual harassment of a student or member of staff
- Verbally or physically threatening a member of staff
- Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media
- Serious abuse or misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas
- Bringing a dangerous and threatening situation to the Academy e.g. coordinating other people to attend the Academy or its local area for the purpose of causing confrontation with members of the Academy or local community
- Extreme behaviour on the way to and from the Academy or in the community outside of Academy hours which brings the Academy into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the Academy or wider community.
- Making serious false allegations against a member of staff
- Serious breach of GDPR by sharing data of other members of the Academy community without permission, including inappropriate images
- Extremely serious damage of Academy property or building
- The sharing or distribution of offensive material, including sexually explicit material, violent material or material expressing extreme views
- Persistent disruptive and defiant behaviour

This list is not exhaustive, and other serious incidents could be considered grounds for a permanent exclusion.

Appeals

The parent(s)/carer(s) will be informed in writing by the Principal of their right of appeal against a decision to exclude permanently. Appeals should be made in writing to the Chair of the Student Discipline Committee via the Clerk to Governors, within ten school days of notification of the exclusion. For permanent exclusions, the Student Discipline Committee will meet to consider the appeal between the sixth and fifteenth school day after notification by parent(s)/carer(s) of their wish to appeal.

Author:	Mr L Glees
Principal:	Ms S Jacob
Approved by Governors:	February 2024
Next date of review:	September 2024

BEHAVIOUR PATHWAY		
Behaviour	Action	By Whom
Consistent good behaviour	Achievement Points, Legend of the Lesson, letters home, rewards trip, weekly shout-outs, certificates, rewards ceremonies	All staff
Outstanding attendance		
Outstanding contributions to the community		
Attendance to extra-curricular club		
Representing the Academy at public events		
Outstanding progress and/or attainment		
Demonstrating the Academy values of respect, integrity and responsibility		
Late to the Academy	20-minute lunchtime detention	SLT
RWD in class	20-minute detention	Class teacher
RWD out of class		
Failure to complete or submit homework		
Eating/drinking banned items in the classroom		
Late to lessons		
Lack of equipment/Incorrect PE kit		
Possession of and/or consumption of food or drink in the classroom (except water)		
Not wearing uniform correctly		
Disruptive behaviour during line up	20-minute detention	Head of Year
Eating or drinking where/when not permitted		
Possession of prohibited food or drink outside the classroom		
Not wearing uniform correctly around the school		
Talking on the corridors		
Two or more 20-minute detentions in the same day	40-minute detention	SLT
Failure to attend a 20-minute detention		
Failing a 20-minute detention		
Parked in another class due to poor behaviour	40-minute detention	SLT
Disruptive behaviour in public places		
Swearing out loud at no one in particular		
Littering		
Not following the one-way system		

Inside the building during break or lunch		
In the reception area without permission		
Two to three 40-minute detentions in one day	1-hour detention	SLT
Failure to attend or failing a 40-minute detention		
Playfighting in or out of lessons		
Leaving the lesson without permission		
Defiance		
Rudeness to staff		
Inciting or encouraging an altercation		
Unkind comments (not including discriminatory comments)		
Failure to attend line-up		
Late to the Reflection Room		
Failing to attend or failing a 1-hour detention	1-hour 20 minute detention	SLT
More than 90 minutes late to the Reflection Room	Reflection Room	SLT
Aggressive behaviour towards other students or staff		
Four or more 40-minute detentions in one day		
Two or more 1-hour detentions in one day		
Truancy		
Refusal to be parked or being double parked		
Swearing at other students		
Serious or persistent defiance		
Failing a Head of Year report		
Failing an SLT report		
Homophobic or racist abuse		
Other serious incidents		
Refusing or failing the Reflection Room	Suspension	Principal
Physical assault against another student		
Swearing at a member of staff		
Threatening behaviour towards a student or member of staff		
Refusal to attend the Reflection Room		
Leaving the Reflection Room without permission		
Persistent poor behaviour in the Reflection Room		
Refusal to hand over prohibited items		
Persistent disruptive behaviour		

Serious racist, homophobic, sexist, or other forms of discriminatory behaviour		
Being under the influence of alcohol or other mood-altering controlled or illegal drugs		
Persistent refusal to follow the Academy's rules	Off-site Provision	Principal
Being in possession of an item that could be/has been used as an offensive weapon	Permanent Exclusion or Managed Move to another School	Principal
Being in possession of, supplying or selling banned substances on site		
Being under the influence of alcohol or other mood-altering controlled or illegal drugs resulting in a serious risk to student or staff safety		
Serious and ongoing bullying, including cyber-bullying		
Serious physical and/or sexual assault on a student or member of staff		
Sexual harassment of a student or member of staff		
Verbally or physically threatening a member of staff		
Ongoing or extreme one-off incidences of using derogatory or discriminative language or images against student/s or staff either verbally, visually or by social media		
Serious abuse or misuse of the school's IT systems, including sharing login details for the purpose of allowing "hackers" to use the system to disrupt lessons or abuse staff or students, distributing pornographic materials, hacking into restricted areas		
Bringing a dangerous and threatening situation to the Academy e.g. co-ordinating other people to attend the Academy or its local area for the purpose of causing confrontation with members of the Academy or local community		
Extreme behaviour on the way to and from the Academy or in the community outside of Academy hours which brings the Academy into disrepute e.g. involvement in the selling or distribution of banned substances, involvement in violent criminal activity, fighting that creates dangerous unsafe situations for other members of the Academy or wider community.		
Making serious false allegations against a member of staff		
Serious breach of GDPR by sharing data of other members of the Academy community without permission, including inappropriate images		
Extremely serious damage of Academy property or building		
The sharing or distribution of offensive material, including sexually explicit material, violent material or material expressing extreme views		
Persistent disruptive and defiant behaviour		

Please note that:

- These lists are not exhaustive but are designed to indicate categories of behaviours and the likely sanctions that will arise in response.
- Consideration will be given, where appropriate, to mitigating or aggravating factors and this may influence the decision reached about an appropriate sanction.