



CITY OF LONDON
ACADEMY
S O U T H W A R K

BEHAVIOUR POLICY

Integritas

Ambition, Resilience, Duty

Responsibility:	VP Behaviour
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The Guiding Principles

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.

Whilst recognising the equality of all human beings, adults have a unique obligation and responsibility to guide and nurture young people.

This policy seeks to 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. 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. **The development of this policy comes after extensive research and experience of several outstanding schools and academies.** 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 represent the views of staff and students in the Academy on areas relating to our Rights, Responsibilities and Rewards.
- 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's 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 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.

Meet Students and their parents when a child has 15 or more days of exclusions in any term.

Governors Warning 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.

Principal's Responsibilities

To ensure clarity is maintained with regard to the behaviour policy within the Academy community.

To ensure that the authority 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 Rights, Responsibilities and Rewards Policy and sanctions in a 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's **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 this policy.

The Academy will monitor and assess the impact of the Rights, Responsibilities and Rewards 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 Rights, Responsibilities and Rewards Policy in respect of disabled students.

The Academy will make special education provision for those students with an Educational Health Care Plan 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 Academy's Behaviour policy.

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 and the Art of Gratification Point System

Points System

AMBITION		
A1	A2	A5
The student shows positive ambition for themselves and/or for others.	The student repeatedly shows positive ambition for themselves and/or for others.	Over time the student repeatedly shows positive ambition for themselves and/or for others and is a role model within the academy.
e.g. "That was an excellent piece of homework – much better quality than that you have done before. One Ambition HP."	e.g. "I have noticed in PE the last two weeks you have really wanted your teams to succeed. Keep it up; That's two Ambition HPs."	e.g. "Over the course of the half term you have met every deadline, asked excellent questions in class and asked for help. This is fantastic ambition to improve. Five Ambition HPs."

RESILIENCE		
R1	R2	R5
The student demonstrates resilience when faced with a challenging situation and/or work.	The student repeatedly shows resilience when faced with a challenging situation and/or work.	Over time the student repeatedly shows resilience when faced with a challenging situation and/or work and is a role model within the academy.
e.g. "You really turned it around in today's lesson after being on-called last week. Build from this. One Resilience HP."	e.g. "I know that you have struggled on fractions this week, however your resilience in class has meant that you are now able to complete all the work. Well done. Two Resilience HPs"	e.g. "You said last month that you didn't understand poetry, however your recent work on War Poetry has been excellent. You've really taken on board all of the feedback you have been given. Five Resilience HPs"

DUTY		
D1	D2	D5
The student acts in a way that puts the needs of others, our community or wider society ahead of their own.	The student repeatedly acts in a way that puts the needs of others, our community or wider society ahead of their own.	Over time the student repeatedly acts in a way that puts the needs of others, our community or wider society ahead of their own and is a role model within the academy.
e.g. "I noticed you picked up litter at break earlier. Keep it up. One Duty HP" or "I liked that you asked if Samuel was OK when he was upset and offered to listen to him. Excellent behaviour. One Duty HP"	e.g. "In class, I have been impressed by you this and how you have worked with Andre. Thanks to you, he now fully understands the reproductive system. Two Duty HPs"	e.g. "You planned and organised a petition, which 400 students signed, changing the school rule around top buttons. This shows a real commitment towards democratic principles. Even though we're not changing the rule, you should be proud of this. Five Duty HPs "

INTEGRITAS Nominations

Every member of staff may give *one* Integritas nomination per term to a student of their choice who has consistently epitomised the values of the academy. This cannot be given to groups of students, only individuals. This is not an award for someone who has 'turned a corner' unless this transformation has been sustained for a significant amount of time (at least 6 months).

All Integritas nominations will mean 10 House Points towards the student and their house and mean the student is considered for the termly Principal's Integritas award.

Competitions

The Academy will run numerous house competitions throughout the year. The competitions will be advertised in advance on boards and the student bulletin to encourage competition. House points will be awarded for competitions using the weighting below:

Minor Competitions (2000 points)	House points awarded
1 st Place	1000 points
2 nd Place	500 points
3 rd Place	300 points
4 th Place	200 points
Major Competitions (5000 points)	
1 st Place	2500 points
2 nd Place	1250 points
3 rd Place	750 points
4 th Place	500 points

The annual house competitions are built on traditions and popularities within the Academy. They have the most points available because they are the most enjoyed and liked at the Academy. These include Sports Day, The CoLA Christmas Show & the Singing Competition. These competitions have a huge following and are spread across the year".

Certificates

Time Frames	Style of certificate	By Whom
<i>½ termly</i>	100% Attendance	Tutors
	100% punctuality	Tutors
	Student of the week	Tutors
<i>Termly</i>	Academic achievement	By HOY in rewards assembly

Other Academy Rewards

Type of Award	Reason for Award	Number of house points	Time Frame
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Attendance Breakfast	Termly – all students on 100% Attendance	None	Termly
Attendance Queue Jump	Half-Termly – all students on 100% put into the pot. X3 from each year group pulled out.	None	Half-Termly.
Principal's Integritas Award	Top student of the term. Lunch of choice with x3 friends in Principals office (watching Netflix if desired...)	None	Termly
End of Year Award Trip	Top x20 students in Year: 7/8/9/10/12	Non	End of Year
House Points Award – Queue Jump and certificate	Top student in every Year Group from each of the House Points	None	Half-Termly
Attendance Cup	Every Tutor Groups' attendance is added on a half-termly basis towards the total attendance cup.	TBC	Half-Termly

Praise Assemblies

At the end of each term there are rewards assemblies where students are presented with certificates noting attendance records and the number of merits earned. The scheme aims to encourage students to work hard, be good citizens and behave appropriately. Thus the Student Council will review the rewards scheme annually and may recommend changes and new initiatives.

The Pastoral System

The Tutor

At the City of London Academy the Tutor is the natural point of contact between students, parents and the Academy. The aims of the Tutor is 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 several functions. During a week students in Y7 to 10 will have 3 days designated to reading which is based on their reading age, an assembly, and 1 day of PSHE and behaviour mentoring. Tutors also address 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. All staff also check the following:

- 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.
- 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.
- 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. If a student is late on three or more occasions in any half term their Head of Year may invite parents/guardian into school to discuss the student's punctuality. Should there be no improvement during the next half term the VP for Behaviour will require the parent/guardian to come into school to sign a Punctuality Contract with the Academy. If the issues persist, the HoY, will refer the student and parent/guardian to the schools attendance officer in line with the attendance policy.

Behaviour Point system

The Academy operate a behaviour point system as outlined below:

All poor behaviour is covered by the below sanction chart. Sanctions are either 1, 2, or 3 points (low to medium level) or 4 or 5 points (high level incidents). Depending upon the severity of the incident, students will receive a progressively more severe sanction.

Low to medium level incidents		
30 Minutes – 1 Point “non-compliance” No reminders. No warnings. Straight Sanction.	60 Minutes – 2 Points “with intent – low level or one-off”	90 Minutes – 3 Points “with intent – repeated/medium level”
<ul style="list-style-type: none"> Banned item (sweets, gum, mobile etc...) Eating in the wrong location Inappropriate use of academy equipment Incorrect Uniform - clothing/jewellery/make-up/hood on/coat in class Late to lesson/line-up Line up infringement Littering Loitering after academy (after 20 minutes) Missing Equipment/Uniform Out of class without a note Physical contact that is overfamiliar/unprofessional Slow/poor transition to lesson Talking when expected to be silent (not in class) Unsatisfactory work (either classwork or homework) Untidy Uniform 	<ul style="list-style-type: none"> Missing a 30 minute detention Answering back Continue to disrupt (in class) after R/W Gambling (low-level) Graffiti on any item, including hands/body, within academy Late to academy (after 08:30) Name-Calling/Cussing a student One-off defiance – refusal to follow a reasonable request after a reminder Physical contact that causes irritation/annoyance Rudeness – rolling eyes, poor response to sanction, inappropriate noises, kissing teeth or similar Swearing (any) 	<ul style="list-style-type: none"> Missing a 60 minute detention Cheating/Plagiarism Damage to any item within academy (beyond graffiti) Dishonesty Repeated Defiance – after R/W Swearing aggressively at a fellow student Theft of a minor item Selling items without academy permission

High level incidents – requiring investigation and/or Year Team/SLT approval	
Reintegration Room – 4 points	2+ Reintegration Days and/or External Exclusion (or higher) – 5 Points
<ul style="list-style-type: none"> 5 or more behaviour points in a day Continued repeated defiance Failure/refusal of any detention Inappropriate/offensive language without intent (racism, sexism, homophobia etc...) Missing a 90 minute detention Truancy (including walking out of class) Unresolvable uniform/clothing/hair violation 	<ul style="list-style-type: none"> Any Bullying (online or offline) Bringing the academy into disrepute Drugs Fighting/Physical contact causing harm Inappropriate/offensive language with intent (racism, sexism, homophobia etc...) Refusal and/or failure of Reintegration room Repeated Truancy Repeated significant issues/defiance Smoking Swearing at a member of staff Theft of a significant item Weapons related offences Wholly inappropriate sexualised behaviour

Detentions

Detentions are set on the day of issue occurring up to a maximum of 90 minutes. Students who accrue more than 5 points in a day will be in the reintegration room the day after. The only detention set on the following day is from the last period. Students can be taken out of the reintegration before the end of the day. Nevertheless this can only be commissioned by the teacher who removed the student.

Students who continually fail or do not attend their 90 min detentions and or are regularly in the reintegration room may face fixed term exclusions. Repeatedly failing to follow the Academy's rules may lead to a permanent exclusion.

No sanction chart can cover every possible sanction. Where clarity is required, referrals should be made to Mr Emin (VP in charge of Behaviour).

Key behaviour rules

Mobile Phones

For students in Years 7-11 mobiles phones are banned from the academy site. The academy operates a 'see it, hear it, take it' policy meaning if a mobile phone is seen or heard at any stage it will be confiscated and not be returned until the Friday of that week. If it is a Friday, then it will be kept until the Monday. Mobile Phones must be picked up by the student's parent/guardian/carer. The student will also receive a 30 minute banned item detention.

If a 6th form student is seen with a mobile phone not in a designated area they will receive a 30 minute banned item sanction and be asked to put it away. If this becomes a repeat issue it will be confiscated in line with other students.

Student groupings

Students are permitted to be in groups of up to four when standing in academy uniform or on the academy site. If in a group larger than four, students will be asked to separate. If students refuse, then the behaviour system will be used.

Removal from classroom

It is the role of all teachers to reward students for the right behaviour and hold them to account for poor behaviour. The below will be shown in every classroom and followed clearly.

1. R - Reminder
2. W - Warning
3. D - Detention (logged on PARS)

If a student, after being given a R/W/D continues their poor behaviour then teachers will use PARS to contact ON-CALL. ON-CALL will remove that student within 5 minutes and place them into the reintegration room for the rest of the day. Only the teacher who has removed the student from their classroom has the power to change this decision. A teacher will only remove a student from RR if, on reflection, the teachers feels they did not properly follow the R/W/D policy when sanctioning the student.

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 we seek to look for resolution where learning and teaching are compromised.

The use of toilets

Students cannot use the toilets during lessons unless they have a medical card. The only toilet which can be used during lessons is the medical room toilet. Any student out of class without a written note or medical card, will be logged for truancy. (Teachers will use their discretion and professional judgement)

Coats and Hoods

Students can wear coats indoors. However, at no stage on the academy site, or when in academy uniform, may students wear the hoods of their coats unless they are outside, it is raining hard, and they have asked a member of staffs permission. Students must remove coats before they enter a classroom (not as they enter it). If a student walks into a classroom with a coat on they will receive an incorrect uniform sanction (30 minutes). Students cannot wear their coats if they do not have and wear their blazer.

Academy bells

The Academy use a PIPs system for bells. There is a bell to signify the end of one lesson and a second bell, four minutes later, to signify the start of the next lesson. If students are late to a lesson they will receive a 30 minute detention and potentially a truancy sanction should they be truanting. The only acceptable evidence for being late to a lesson will be a written note from a member of staff.

Sound Dots and Lesson Starts

Student's regulating their own behaviour, part of which is control over the use of their voice, is common in outstanding classrooms. To encourage this, we will reference and use the provided sound control diagram which stipulates:



Teachers will add the appropriate sound dots to every slide of their PowerPoints (as appropriate) and reference whether tasks/activities are "Red Dot", "Yellow Dot" or "Green Dot".

Lessons start with a red dot task.

Reports

If a student's behaviour is repeatedly a concern in a subject, they may be placed on a weekly report. This is usually initiated by the classroom teacher. Parents will be made aware if a student is being placed on report.

If a student's behaviour is a concern across more than one subject, they may be placed on pastoral report, it is recommended that a student is placed on a report for a minimum of two weeks.

Types of reports

Tutor	Teacher
Head of Year	Head of Faculty
SLT	SLT

Reports are designed to monitor the student closely and to help inform parents of their progress. The student is responsible for ensuring their report gets signed by the teacher for every lesson and by the member of staff they are on report to at the end or start of every day. Parents should read and sign the report daily.

Conduct around the Academy

Academy staff will ensure that students are supervised during entrance to the school, breaktime, lunchtime and as they leave school, to ensure a safe environment for all.

Students are responsible for making sure their behaviour doesn't impact negatively on others and for keeping the school environment clean and tidy. Students are only allowed to eat in designated areas. If a student has any concerns regarding the behaviour of others towards them, they should raise this with a member of their year team. The Academy has a rigorous safeguarding policy which is published on the school website.

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. Additional statements will also be collected where possible. Students may then be subject to interventions or support to prevent any future repeat negative behaviour.

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 carry out their duties at morning breaks and be punctual.

Staff must be punctual and lessons must start and finish on time Year.

Pastoral Support Managers will regularly patrol outside areas and stairwells.

Line Up – Years 7-10

- All students are expected to show their planners as they enter the academy in the morning. Years 7-10 will line up every morning before tutor time. Years 8-10 will line up on the hard courts and Y7 in their playground – In the hard courts. Years 11/12/13 must be in their rooms by 08:30.
- SLT and Year Leaders are on their designated spots at 8:25, Teachers are on their lines/doors. There is a first whistle at 08:23. This is the students signal to get into their lines. Students sort themselves into correct alphabetical order, in the correct uniform,
- Shortly after 8.25 there is a second whistle and a member of staff (usually Head of Learning or SLT) raise their hand. All students and staff follow suit. If students have not met the above (1) expectations by hands being raised, they will receive the appropriate sanction/detention.
- The teacher who started the hands-up says “Thank you, hands down”. Any teacher using the hand-up method for silence never talks whilst their hand is in the air.
- Teachers may be instructed to undertake equipment and uniform checks – silence at all times.
- When the Head of Learning or SLT signifies it, Teachers will lead their teaching groups, in silence and single file, to their room. If any student falls out of line and/or talks they will receive a sanction. The teacher leads the whole class back to the line-up spot and repeat the process with Year Team/SLT support (again – no shouting).
- Line-ups that are not perfect are repeated.

Reintegration Room

The Reintegration room is designed to reintegrate students back into main stream and give them respite. Students are expected to complete work set in the specified time independently and in silence. A behaviour specialist or a SLT Member runs the room.

The purpose of the Reintegration Room 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 and be reflective on their behaviour. It allows the Academy to keep the students on site for a final chance to redeem themselves. Lists of students in the reintegration room are published on a daily basis.

Students will be placed into the reintegration room either for a higher level incident or because staff are investigating an incident they are involved in. The rules and routines in the reintegration room are clearly outlined in there.

Summary of main rules in the Reintegration Room

- Students are in the reintegration room from 08:30 until 15:20, when they are taken to the dining hall for their 30 minute, or longer, detention. During this entire time they will be silent except when asking appropriate questions to the member of staff leading reintegration room. Any student on-called from a classroom after lunch will remain in the reintegration room until the end of lunch the next day.
- Lunch choices will be limited to one cheese/ham/tuna sandwich and a plain water. No break food.
- Work will be - Morning – Maths, After Break – English, After Lunch – Science. Teachers may, but are not expected to, provide work for students in reintegration room.
- Students are limited to two toilet breaks a day, unless mitigating factors are identified.
- Student’s performance will be monitored throughout the day. Poor performance will mean either a repeat of the day or an escalation of their sanction which may mean a fixed term exclusion by the Principal.

- If a student refuses, fails, or fails to attend the reintegration room then they will repeat the day and potentially face an external exclusion. Any failed day will always be repeated (i.e. there is no avoiding it, even if excluded).

Interventions

The Academy seeks to support those students who are struggling to meet the behavioural expectations of the school and will apply every resource available to identify and meet the needs of each student, including those who are vulnerable and those who have social, emotional and behavioural needs. We aim to respond to the unique circumstances of every young person in our care and support them through what can be challenging periods in their life.

The following are examples of interventions that may be utilised:

- Parents phone call home
- Warning Letter home
- Parents meeting
- Weekly report
- One to one behaviour strategies from Head of Year
- In house SEAL training (Social and emotional aspects of Learning)
- Nurture groups run by the Learning support faculty Year 7 and 8 only)
- Small group teaching by the Ambition centre
- Mentoring
- Counselling
- Conflict and Change management
- Off site SILs respite and behaviour therapy
- Parents meeting
- Behaviour contract
- Assessment of Special Educational Need (coordinated by the SENCO)
- Student disciplinary panel meeting
- VP warning with parents present
- Managed move
- Principals warning with parents present
- Final Governors warning with parents present

Fixed-term and Permanent Exclusions

Excluding a student is a measure which may only be taken by the Principal. Before making the decision to exclude, the Academy will ensure a thorough investigation has been carried out, including getting the student’s own version of events (where possible) and collating witness statements if necessary. Any record of previous exclusions will be taken into account when deciding on the length of the exclusion. Parents/guardians will always be informed of the exclusion and receive a formal letter outlining the details of the misdemeanour. A record of every exclusion is kept by the Academy and can form part of the evidence to support a permanent exclusion where necessary.

Types of Exclusion

Fixed-term exclusion	<p>Issued for serious breaches of the behaviour policy, usually where students or staff have been placed at risk.</p> <p>Students are not allowed on or near the school site during a fixed-term exclusion and must be at home during school hours.</p>
Permanent exclusion	<p>Persistent disruptive behaviour, breach of Health and Safety and bringing the school into disrepute and not following the guidelines set out by the Governors warning could lead to a permanent exclusion as well as any serious breach.</p> <p>(This applies to incidents both within and outside the Academy)</p>

If a student is permanently excluded from the City of London Academy, they may no longer attend the school or visit the site.

The Academy operate a zero tolerance on weapons (purpose built or adapted) or acts of serious violence and drugs. All of which are likely to result in a permanent exclusion.

The Local Education Authority will ensure they are provided with a form of educational placement elsewhere.

It should be noted that a student may be permanently excluded from school on the basis of a single incident, if the seriousness of that event merits immediate exclusion from the school community, for example, bringing illegal drugs onto the school site or from repeat behaviours that persistently disrupt their learning or the learning of others.

Exclusions which result in the student being excluded for more than 5 school days must be reported to the student's home local authority.

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

The Principal reserves the right to offer a suitable student a managed move with the agreement of the receiving institution, if they deem this the right course of action.

Ambition Centre

The Ambition Centre is an alternative internal provision for a small number of pupils who require intensive support in order to learn the skills necessary to regulate their behaviour and be able to access mainstream lessons. Referrals and withdrawals are made by the Vice Principal (Behaviour). It is not considered a punishment, but a place where provision can be adapted more easily to meet their needs; where barriers to learning can be identified and they can receive more personalised attention.

Lessons are taught by mainstream teachers and the curriculum covers a wide range of subjects. In addition, students are taught SEAL (Social and Emotional Aspects of Learning) by the Director of Teaching and Learning for Behaviour. The classroom is located in the Behaviour Support Centre, which is staffed by the Director of Ambition centre and the Inclusion Support Officer. These staff work individually with each student and provide in-class support to the group. Numbers rarely exceed 15 students in the class.

The length of the placement will vary for each student, but they will always complete one full week in the Inclusion classroom initially. This is for the purpose of assessing their needs. As students build up the skills necessary, they may be reintegrated gradually back to mainstream lessons and spend part of their time in the Ambition centre. The aim is to have a successful reintegration, so that when students leave their placement they will not need to return. Students who have spent a long period in Inclusion will have a personalised Behaviour Support Plan that is shared with their mainstream teachers, so staff are aware of their needs and able to identify what targets they are working towards.

Sixth Form Behaviour Policy

Students in the sixth form are subject to the same behavior expectations as the lower school with the following exceptions:

Sixth formers are allowed to bring mobile phones to school, although they must not be seen in and around the academy. Sixth formers are not subject to the rules regarding gathering in groups.

In addition to these expectations the Sixth Form Team have developed a process that is designed to hold sixth form students to the highest of expectations regarding their attitude to their learning. This Commitment Interview/Progress Interview Process has been designed to give students the maximum opportunity to succeed and to achieve their full potential by encouraging them to take personal responsibility for their learning.

The process is incremental, with primary responsibility for monitoring students' progress and intervening to address underachievement resting with the subject department. The process is an early intervention strategy, which can be used to address a wide range of issues including a student's lack of progress or motivation, poor behavior or attendance

The process is supportive and involves students being set SMART (Specific, Measurable, Achievable, Realistic and Time Specific) targets to help them focus on addressing the issue that is affecting their progress.

Parents and carers will be notified when students have been referred to Stage 2 or 3, and will be either invited or spoken to on the phone for Stage 2 interviews and must attend stage 3 interviews with students

Stage 1 should not be used immediately that there are concerns – a teacher should address the issues informally in the first instance and move to stage 1 once they feel this approach has not been successful.

Underperformance: Student is categorised by Attitude to Learning - those that try hard and do not progress (Progression Interviews) or those that do make satisfactory effort and do not progress (Commitment Interviews). Both interviews follow the same format - the key difference will relate to the targets set.

Progression interview students will be set specific goals to help them develop their understanding with appropriate support. Targets must be SMART. This support can be evidenced using SIMS.

Commitment interviews students will be set targets that are much more linked to improving attitude to learning and holding students to account for their progress. Targets must be SMART. This support can be evidenced using SIMS.

<p><u>Stage 1: Initial Concern</u></p>	<p>Subject teacher arranges a meeting with the student to discuss their concerns and set SMART targets Teacher and student record targets in SIMS (maximum of three targets) and emails to student and tutor. At the end of the Stage 1 meeting, the subject teacher and student should arrange a date for a review meeting to discuss progress towards targets (usually two weeks later). Parents should <u>not</u> be contacted at this stage. At the review meeting, teacher and student record on SIMS how much progress students have made towards their targets <u>Outcomes</u> If targets have been met: No further action If targets have been partially met: New targets can be set and Stage 1 repeated If targets have not been met: Refer to Stage 2</p>
<p><u>Stage 2: Ongoing Concern</u></p>	<p>Subject teacher refers the student to Head of Department or Head of Faculty (this should only happen after Stage 1 has been completed)</p>

	<p>HoD/HoF meets with students to discuss concerns, identify reasons for previous lack of progress and to set new targets. Parents/carers should be invited to this meeting or spoken to on the phone to inform them of the outcome of the meeting.</p> <p>HoD/HoF and student record new targets in SIMS</p> <p>HoD/HoF informs tutor and makes sure they are aware of students' targets, which should also be sent to the relevant member of the Sixth Form team (the appropriate tutor and head of year 12 or year 13 - this can be done on SIMS as targets are set).</p> <p>At the end of the Stage 2 meeting, the HoD/HoF and student should arrange a date for a review meeting to discuss progress towards targets (again usually two weeks later)</p> <p>At the review meeting, HoD/HoF and student record on SIMS how much progress students have made towards their targets</p> <p><u>Outcomes</u></p> <p>If targets have been met: No further action</p> <p>If targets have been partially met: Student referred back to subject teacher</p> <p>If targets have not been met: Refer to Stage 3</p>	
<p>Stage 3: Serious ongoing concern about the risk of failure</p>	<p>Head of Department or Head of Faculty refers student to relevant member of the Sixth Form Team (this should only happen after Stage 2 has been completed)</p> <p>Member of Sixth Form Team meets with students to discuss concerns, identify reasons for previous lack of progress, to set new targets and to sign a Learner Contract. For progress interview alternatives to continuing the subject are explored to see if an agreement to drop the subject can be reached.</p> <p>Parents/carers will be invited to this meeting and fully involved in discussion about students' progress, so that they are in a position to support students</p> <p>Member of Sixth Form team and student record new targets in SIMS</p> <p>Sixth Form team inform tutor, subject teacher and HoD/HoF and make sure they are aware of students' targets</p> <p>At the end of the Stage 3 meeting, the Sixth Form Team and student should arrange a date for a review meeting to discuss progress towards targets</p> <p>At the review meeting, Sixth Form Team and student record on SIMS how much progress students have made towards their targets</p> <p><u>Outcomes</u></p> <p>If targets have been met: Student referred back to subject teacher</p> <p>If targets have been partially met: Student referred back to HoD/HoF</p> <p>If targets have not been met: Student referred to VP for Sixth Form in the case of commitment interview for first stage of Disciplinary Procedure and in the case of Progress Interviews to discuss alternative options to continuing with the subject.</p>	
<p>Stage 4: Serious and sustained concern about the risk of failure</p>	<p>Progress interview</p> <p>Sixth Form Vice Principal will meet with parents/carers and the student to outline the support already put in place and discusses the lack of progress despite this support and student's efforts. The Sixth Form Vice Principal will discuss the available options with the student and family (off rolling from a subject, alternative pathways etc - see 3.3, 3.5). The purpose of this</p>	<p>Commitment Interview</p> <p>Becomes Disciplinary Stage 1: Vice Principal Warning.</p> <p><u>Serious incidents</u> will be escalated automatically</p>

	<p>meeting is to increase the chances of a student making good progress, and to consider the life chances of the student.</p>	<p>to VP warning - see the whole school behavior policy.</p> <p>Disciplinary Stage 2: Principal Warning</p> <p>Disciplinary Stage 3: Governors Warning</p> <p>Disciplinary Stage 4: Exclusion</p>
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The expectation is that exclusions from the sixth form will be very rare and will only occur in cases of serious behavior issues or where a student persists with a poor attitude to learning and/or attendance to school despite being set targets and being supported at each stage of the commitment interview process and the subsequent disciplinary process.

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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

Principal

Signed: _____

Date: _____

Chair of Governors

Signed: _____

Date: _____

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