



LONDON ACADEMY  
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## LONDON ACADEMY CASABLANCA SCHOOL BEHAVIOUR, DISCIPLINE & REWARDS POLICY

### Mission Statement

#### #We are the Future

- To empower children with 21st century skills.
- To provide a happy, safe, and caring environment in which all individuals feel connected and respected thus empowering them to reach their fullest potential.
- To promote learning through project-based learning and technology-based tools.
- To deliver an exciting and vibrant curriculum while having serious fun.
- To enrich the curriculum with extra-curricular activities and physical learning environments.
- To encourage each child to develop high self-esteem and, in doing so, learn to respect others.
- To be partners with parents and families to share the responsibility for developing their children educationally, morally, spiritually, and socially.

### Date of adoption by the school

Policy Review Summer 2023

### Rationale

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Good pupil behaviour is essential for effective teaching and learning. It is also necessary to support the aims of the school.

Promotion of good pupil behaviour enhances the self-esteem of everyone in school and a framework is effective in ensuring this.

## **Aims**

1. To maintain good pupil behaviour in school to enhance pupils' learning.
2. To reward good behaviour to reflect our whole school ethos of kindness, co-operation and desire to learn.
3. To work in partnership with parents and all school staff to maintain appropriate standards of behaviour.
4. To develop in the pupils a sense of self-discipline and an understanding that they are responsible for the consequences of their actions.

## **Guidelines**

Pupils need to understand that there are consequences which result from unacceptable behaviour. It is important to develop pupils' sense of independence and responsibility and to equip them with the skills and knowledge to make the right choices. Pupils will be taught correct behaviour through day-to-day interaction, tutor group time, PSHE lessons and our pastoral care system. Most of all they will learn by the example set by every adult in the school, treating the pupils and each other with courtesy and respect.

Adults will be expected to demonstrate and maintain the highest standards of behaviour including quality relationships with pupils. Above all the school will be seen to be consistent in the implementation of the policy, for example, the same rewards and sanctions are used by all adults in the school.

## **Approach**

In order to promote high standards of behaviour, at the start of each school year in September the headteacher works with the pupils to establish the School Rules. These are based on following key statements:

Be kind, honest and respectful

Demonstrate politeness and courtesy at all times

Respond positively to requests and instructions

Listen to others and always do your best

Take pride in the school

## **Rewards**

House points are used by all staff, including visiting teachers and volunteers, as a reward for good behaviour. The pupils are divided into house team groups across the school.

Celebrations of good learning or behaviour will also be sent to families via the school's LMS.

Pupils who excel in their behaviour and learning are encouraged to show their form tutors and or Head of Department school their work in order to receive formal recognition and praise. Verbal praise is used to give positive recognition and encouragement for good, thoughtful behaviour and special certificates are given to children in our weekly 'Celebration Assembly' or form time, in recognition of good learning and/or behaviour observed within school.

Primary and EYFS parents are invited into school on the last Friday of every month to join our 'Celebration Assemblies' which allows the children to share their work and achievements with members of the community. Secondary parents will be invited half termly to take part in 'Celebration Assemblies' where the learning and behaviour students will be celebrated including extra-curricular accomplishments.

Opportunities are provided for pupils to learn to value others and develop positive self-esteem through form time, PSHE/Citizenship, Global perspectives, circle time and form time.

As a school we give regular praise and feedback about both their academic work and learning behaviour. Where possible the staff team link this to the 6 C's.

- Character
- Citizenship
- Collaboration
- Communication
- Creativity
- Critical Thinking.

## Flow Chart for consequences

There are consequences when pupils are not behaving appropriately:

Reminder of school rules

Formal warning from class teacher

Sanction

Referral to Head of School. When appropriate, involvement of parents. In order to support the children, make positive choices in their learning behaviours adults in our school will give consequences in a way that does not humiliate, belittle or undermine the child in front their peers' parents or other adults. All staff at London Academy Casablanca have a duty of care for children and therefore consequences will be dealt with by one or more of the following methods.

- Giving reminders of rules in a positive way eg: Remember at London Academy we listen to others.
- Speaking to the child individually or with support from the pastoral support/form tutor.
- Using non-verbal communication and or actions.
- Showing empathy eg You seem distracted today how can we help get you back engaged.
- Using language of choice

Formal warnings will be given privately and not in front of a child's peers. When a warning is given adults will

- Explaining to the child what took place and link the warning clearly back to the school rules and expectations.
- Record the warning and child's response on LMS.
- Reflect on the situation that led to the warning – including the child's actions and behaviours, the environment, the learning that was taking place at the time, the peer groupings.

Sanctions will also be given privately and will follow the behaviour flow chart (attached)

### **Restorative Practice**

To support children to reflect upon their behaviour, we operate a restorative practice approach in school. This encourages the children to find their voice, reflect upon their actions and consider the impact of their behaviour. The adult speaks to the person displaying challenging behaviour first. This approach is only used with pupils who are able to cognitively access the questions and reflect appropriately.

Questions 1 Responding to Challenging Behaviour	Restorative Questions 2 Responding to Those Harmed
What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next?	What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?

### **Recording Behaviour**

We record behaviour incidents on LMS. Staff access the pupil page and write up the incident under the 'behaviour' section. Parents are informed if a pattern of behaviour emerges. Follow-ups occur within a week and are written up on LMS. All staff are informed about significant behaviour in order to follow up outcomes and support the child effectively.

### **Referral to Head of School**

If an incident is considered a serious breach of the school rules, the Head of School will be involved immediately. The school has a zero-tolerance policy with regards to bullying. Any behaviour that is deemed inappropriate and or a serious breach of school rules will be dealt with by the Head Teacher. Following this, we ensure that we work with the pupils and adults to ensure that a suitable resolution is attained. This may involve in school consequences. This is then shared with parents.

Parents are contacted if their child's behaviour has been deemed to be wholly inappropriate to the standards at London Academy Casablanca. If unacceptable behaviour continues, or if an incident were to be of an extremely serious nature, then exclusion will not be ruled out.

The Chief Operations Officer will be consulted at this point and is responsible for the decision to exclude. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If a pupil persistently displays behaviour that impacts negatively on the learning of other pupils, they will be placed on an Individual Behaviour Plan and set targets and strategies for improved behaviour. This is implemented in partnership with parents.

## **Parents**

Teachers cannot teach effectively, and pupils cannot learn effectively, in classes disrupted by poor behaviour. As a parent, you are asked to respect the school's behaviour policy and the disciplinary authority of school staff. Parents are asked to treat school staff with the same respect they would expect to receive. Parents can be barred from school premises if their behaviour is unreasonable, and the Parent Behaviour Policy reflects our thinking around this. Parents must not take matters into their own hands.

**Related Policies** The school also has a separate policy on safeguarding pupils (Child Protection Policy) and an Antibullying Policy.

**Appendices:** Behaviour Reflection Sheet and behaviour flow chart



## Behaviour Reflection Sheet



Name

Date

What happened today?

What choices did I have today?

How will I respond next time?

I know today can still be better. What do I need to do to achieve this?

‘It will be okay in the end, if it isn’t okay, then it’s not the end



## Behaviour Flowchart at London Academy Casablanca



Start every situation ensuring you have Observed and reflected on the behaviour

### Teacher Managed – Minor Behaviour incidents

Disruption Defiance Disrespect Minor Physical contact Inappropriate language

Insulting/name calling. Incorrect use of electronic or online devices

#### Intervention 1 - STAGE 1

- Reteach appropriate behaviour
- Supportive verbal reflection.
- Use language of choice.
- Redirect student positively

#### Intervention 2 - STAGE 2

- Reteach appropriate behaviour
- Supportive verbal reflection.
- Use language of choice.
- Involve pastoral support from form tutor.

#### Intervention 2 - STAGE 3

- Reteach appropriate behaviour
- Written reflection.
- Involve Pastoral support from form tutor
- Log on LMS System
- Inform Academic lead/Head of school. (Family may be involved)

Sanction such as removal of break may be given at this point in discussion with Head of School or academic coordinator.

#### Intervention 3 - STAGE 4

- Inform Head of School.
- Reflective meeting with child and family.
- Agreed actions to be documented.

Sanction such as removal of break may be given at this point in discussion with Head of School.





## Behaviour Flowchart at London Academy



### Casablanca Leadership Managed – Behaviour incidents

Bullying (By definition) Racist remarks/behaviours Physical aggression Fighting Sexualised behaviours.

Repetitive minor behaviour incidents behaviours. Severe incorrect use of electronic or online devices

#### Leadership Intervention

- Record incident on LMS
- Reflective discussion with student and form tutor.
- Parents informed

Sanction given and recorded. Sanction will reflection the frequency of incident and severity – removal of break times/internal/external exclusion

#### Leadership Response

- Investigation
- Student prior behaviour log reviewed on LMS.
- Reflection discussion with student involved.
- Leadership determines the consequences in line with nature and frequency of behaviour concern.
- Feedback to staff, children, and parents.



## Behaviour Flowchart at London Academy Casablanca



Every lesson begins with a fresh start. Our role as educators is to educate the whole children including their positive behaviours. We must always remember to

‘Act not React’

- Act in a way that models better choices.
- Act in a way that shows understanding and compassion.
- Act in way that ensure you have the full picture before taking action.
- Act in a way that shows respect.
- Act to reflect on your lesson, the situation, your relationship with the child.

### Interventions for Minor Behaviour incidents

- Use of reflection space or room
- Language of choice
- Redirect to another task/group/space
- School service
- Reflection sheets/apologies/reflective journal
- Using now and next
- Pastoral support
- Removal of partial break.
- Deadline negotiations
- Non-verbal cues and redirection
- Specific group PSE
- Buddy system
- Peer mentoring

### Interventions and sanctions for Major behaviour incidents

- Removal of privileges – trust related
- Individual Behaviour Plan created
- Extended mentoring with SMART targets
- Emotional Literacy programme
- School Service
- Internal exclusion – redirected to work another space
- Fixed term suspension
- Permanent exclusion

To be read in conjunction with the Anti-Bullying Policy & SEND Policy.