



London Private Academy

Behaviour Policy

#We are the Future

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Position:	Academic Director
signed:	
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Review Team:	HOS, Head of SEND/Inc, Pastoral leader



London Academy School Behaviour for learning Policy

Vision:



Mission Statement:

Empowering children with 21st-century skills.

Providing a happy, safe, and caring environment for all individuals.

Promoting learning through project-based and technology-based tools.

Delivering an exciting curriculum while fostering high self-esteem and respect.

Partnering with parents to develop children educationally, morally, spiritually, physically and socially.

Rationale:

The behaviour policy aims to promote good relationships and effective teaching and learning within our small family-feel international school. It emphasises restorative practices and reflection as core elements of our behaviour vision.

Aims:

Maintain good pupil behaviour to enhance learning.

Reward positive behaviour reflecting kindness, cooperation, and a desire to learn.

Work with parents and staff to uphold appropriate standards of behaviour.

Develop pupils' self-discipline and understanding of the consequences of their actions.

Guidelines:

Teachers and staff will model respectful behaviour and consistently implement rewards and sanctions.

Pupils will learn correct behaviour through daily interactions, life skills lessons, and pastoral care.

School rules are established yearly, emphasising kindness, respect, listening, following instructions, and safety.



London Academy School Rules:

We Always Try to Do Our Best

Be punctual and prepared for lessons.
Maintain a tidy workspace.
Wear a full school uniform.
Listen respectfully and respond positively to requests.

We Always Listen and Follow Instructions First Time:

Respect others when speaking.
Use English for communication within school premises.
Use technology appropriately (No Phones in School).

We are Respectful to Everyone in Our School Environment:

Respect classmates.
Use positive language.
Be kind and honest.
Line up responsibly and keep the school tidy.

We Always Keep Ourselves and Others Safe:

Keep hands, feet, and unhelpful comments to oneself.
Prohibit items like weapons, vapes, or laser pointers on school premises.

These rules must be displayed in classrooms in a user-friendly way.

Positive Behaviour

At London Academy we believe positive behaviour should always be recognised. Research shows that positive praise is instrumental in developing a child's confidence and self-esteem, as well as enabling them to become more successful. At London Academy we reward positive behaviour in the following ways:

Positive Rewards:
House points (can be accumulated and spent by each student on rewards)
Communication home (via communication platform or phone call from admin)
Certificates (nominated by teachers, awarded by pastoral lead in assembly)
Referral (to SLT or pastoral lead for recognition)
Verbal / written praise (continuous, in class)

Negative Behaviour

At London Academy we believe dealing with negative behaviour is part of a child's learning journey and should be dealt with in a restorative way, not punitive. This means implementing actions such as reflection time, redoing tasks, or apologising. In a school environment it is paramount that everyone is safe, ready to learn and is not disrupting or causing danger to others. Students always deserve a chance with is why we will first implement the 3C's before action is taken:

Chance	Reminder	"I do not appreciate being spoken over, that is a chance "
Choice	Opportunity to change course	"Continuing to talk over me will lead to a consequence, you have a choice to stop now or face a consequence"
Consequence	Restorative task	"I have now given you a chance and a choice, and you have continued to break the school rules, you will now face a consequence at break time"

When students reach the consequence stage, they are then logged on our behaviour platform, and given a restorative consequence for their actions. We categorise negative behaviour and subsequent actions into 4 levels:

Level	Descriptor
Level 1	Seldom / low
Level 2	Sometimes / medium
Level 3	Frequent / high
Level 4	Often / critical

Below describes each level, gives examples of types of behaviours which would fall into each category and how the person in charge (PIC) can deal with these behaviours:

Level 1 (Seldom / Low)		
PIC	Example Behaviours	Example Actions
Teacher	• Being late • Incorrect uniform • Incorrect / missing equipment • Calling out • Talking over others / teacher • Moving without permission • Being off task • Littering • Shouting • Running in the hallway • Unauthorised device usage	• Discussion after class • Verbal apology • Modelling the correct behaviour • Removal of device for 1 lesson • Temporary seat change • Redoing a task
Further guidance:		
• Level 1 behaviours are logged once chance, choice, consequence has been used in class. • Level 1 behaviours are low-level in nature and usually are a one-off event that doesn't pose serious disruption, danger or risk to the student or others.		

Level 2 (Sometimes / Medium)		
PIC	Example Behaviours	Example Actions
Teacher	- Any repeated level 1 action or: - Inappropriate device usage - Refusal to follow instructions - Leaving classroom without permission - Minor academic dishonesty (copying 1 answer etc) - Mild profanity - Public displays of affection - Boisterous play	- Written apology - Permanent seat change - Removal of device for a day - Loss of part of a break time - Written reflection - Activity ban (e.g not allowed to play football)
Explanation		
- Level 2 behaviours are logged once chance, choice consequence has been used multiple times in class. - Level 2 behaviours are mid-level in nature and usually are recurring behaviour or behaviour that could pose serious disruption, danger or risk to the student or others.		

Level 3 (Frequent / High)		
PIC	Example Behaviours	Example Actions
Referral to Pastoral Lead	- Any repeated level 2 action or: - Significant plagiarism - Verbal harassment - Vandalism - Chronic tardiness - Physical altercations - Discrimination - Offensive language - Bullying - Dangerous Actions	Removal from class as soon as possible and sent to behaviour room and: - Reflection time (removal from lesson) - Internal suspension (Up to 1 week) - Loss of whole break / lunchtime - Behaviour contract - Parent communication - Report Card - Regular check-ins - Mediation
Explanation		
- Level 3 behaviours are logged once chance, choice consequence has been used in class, or significant disruption, danger or risk is posed to others and the pastoral lead must be informed immediately. - Behaviour logged at level 3 will be removed from class by the pastoral lead as soon as possible. - Level 3 behaviours are high-level in nature and usually are a behaviour that poses serious disruption, danger or risk to the student or others.		

Level 4 (Often / Critical)		
PIC	Example Behaviours	Example Actions
Referral to Pastoral Lead & SLT	- Any repeated level 3 action or: - Fighting - Illegal substances - Possession of a weapon - Major vandalism - Theft - Threatening behaviour - Any other behaviour which could cause significant harm /danger	Immediate removal from class and sent to SLT office and: - Expulsion - External suspension - Parent meeting
Explanation		
- Level 4 behaviours are logged when danger is posed to others and the pastoral lead / SLT must be informed immediately. - Level 4 behaviours are critical in nature and usually are a behaviour that has caused serious disruption, danger or risk to the student or others and have potentially broken the law.		