

London Academy

Behaviour for Learning Policy



Last Reviewed: September 2025

Related Policies

- Teaching and Learning Policy
 - Use of Physical Restraint
 - Bullying Policy
 - Discrimination Policy
 - Equal Opportunities Policy
 - Drugs Policy
 - Safeguarding policy
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1. Introduction

At London Academy our policy for behaviour involves all staff, students, parents/carers and governors. We believe that a safe environment of mutual respect, co-operation, integrity, support and reward is the most effective climate for learning and teaching.

The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with rights, responsibilities, routines and high expectations will produce good behaviour conducive to good learning, allowing students to achieve their best.

Our policy is based on the premise that:

- Every child matters
- Each student has a right to learn and a responsibility to not prevent other students from learning
- Each teacher has the right to teach without disruption
- Every parent / carer has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Any form of bullying is not tolerated

2. Aims

The aims of this policy are to:

- Emphasise London Academy's commitment to teach and encourage good

- behaviour, independence and discipline
- Explain the guidance on the boundaries of acceptable and unacceptable behaviour
- Explain the guidance on sanctions and how they will be fairly and consistently applied
- Set out various roles and responsibilities

The policy is designed to support the Academy's Mission, Aims and Values. Students will be encouraged to develop:

- Respect for others: their feelings, opinions, cultures and the right to their individuality
- Respect for themselves: pride in their own achievement and that of others within the Academy, high standards of uniform and behaviour and the desire to produce their best work at all times
- Respect for the environment: their own, the Academy's and other people's property and the community in which we live
- Respect for the future; the belief that we can all make a difference by our contribution to the local, national and global community

3. Acceptable and Unacceptable Behaviour

The Academy holds high expectations for all students and defines acceptable behaviour as that which promotes respect, courtesy, cooperation and consideration from all students in terms of their relationships with other students within/outside the Academy, teachers and other Academy staff and with visitors or other persons within/outside the Academy premises.

The policy applies to students travelling to and from London Academy and when they are representing London Academy, for example while they are wearing our uniform.

The Academy has identified examples of unacceptable behaviour as that which includes defiance, answering back, name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, play fighting, bullying and harassment, including racist, sexist and homophobic abuse and damage to property.

4. Ready to Learn

At London Academy, we believe that if students are to achieve their best then they must be free to learn in a stimulating, supportive and structured atmosphere, which has a strong culture of high expectations.

4.1 Ready to Learn Expectations:

- We have perfect uniform at all times
- We have the correct equipment for each lesson (pen, pencil, ruler and relevant books or booklets)
- We arrive on time to school and lessons and never bring junk food/drinks into the Academy
- Our mobile phones (and other non-permitted electronic devices) are never on our person, never used during the school day and are kept in lockers from the morning until dismissal from school
- We never disrupt learning of ourselves and others

- We always complete our homework

4.2 Silent Line up and Homebase Expectations:

- We are silent in line-ups
- We organise ourselves in alphabetical order for line-ups
- We are silent in the homebases at break time, lunch time and during transitions
- We are silent during the period 1 to period 2 transition

5. Roles and Responsibilities

5.1 Staff at London Academy

Staff will be expected to draw on the following principles of good practice:

- Establish and maintain consistent high expectations and routines in order to help students establish regular punctual attendance and good behaviour from the start, involving parents / carers in the process
- Providing early intervention with prompt action where there is poor behaviour or unexplained absence, so it is clear that this will not be tolerated
- Rewarding achievements through positive recognition of individual students, classes or year group achievements in good attendance and behaviour, and through mentions in assembly, certificates or rewards
- Supporting behaviour management techniques such as assertive discipline and restorative justice to help improve and maintain high standards of behaviour and discipline
- Identifying underlying causes since poor behaviour may be linked to a student's problem elsewhere, for example, where additional literacy or numeracy support may be required to address poor behaviour effectively

5.2 Class Teacher

The maintenance of good, positive student management is the responsibility of all teachers in their lessons. Teachers are expected to use the school's Ready to Learn systems (*see Appendix B*) to support them in promoting discipline and issuing sanctions.

Teachers should make every effort to solve any discipline problems as they arise, either independently or with the support of other pastoral colleagues.

It is recognised that in certain circumstances referral may be necessary. Staff should not hesitate to ask for guidance and assistance from either subject leaders, pastoral or Senior Leadership Team (SLT) colleagues.

Teachers are expected to do the following:

- Attend line-up, checking for perfect uniform, equipment and punctuality
- Establish and maintain consistent routines

- Address disruptions using the school's behaviour system
- Monitor effort and achievement
- Address any eating or chewing in class
- Promote manners and respect for staff, students and the environment
- Address bad language
- Not permit students to leave their classroom before the end of the lesson unless being sent to shadow, for medical emergencies or other authorised reasons, for example, to attend an approved appointment etc. Failure of a student to comply with this instruction could meet the threshold for a sanction

5.3 Subject Leader

Subject Leaders are responsible for what is taught in their department and for guidance and advice for teachers within their department. They are also responsible for supporting student management in lessons taught in their departments.

5.4 Senior Leadership Team

All *High Level Incidents* should be referred to the appropriate member of SLT using the High Level Incident form.

5.5 Principal

The SLT should inform the Principal of incidents and be involved in investigations which could lead to exclusion or affect an alternative strategy.

5.6 Families

The Academy encourages families to support good attendance and behaviour through the Home-Academy Agreement, families' meetings and other communication. Families are expected to reinforce the behaviour policy and contact the Academy with any concerns.

6. Behaviour outside the classroom

It is everyone's responsibility to ensure students behave well at all times. Staff should deal with issues they come across, referring students to appropriate colleagues if necessary.

6.1 Silent line up

Students in year 7-9 must line up in alphabetical order in the playground at the start of all lessons excluding period 2. Students in year 7-9 should transition from period 1 to period 2 in silence and line up outside their classroom.

Students in year 10 – 13 must line up in silence outside the classroom before every lesson.

For year 7 to year 9 lessons teachers should arrive to the line up shortly after the first bell, ready to receive their class. Teachers should not bring drinks to the line up. Teachers should walk up and down their line ensuring that students are silent, single file, have correct uniform and have their equipment (pen, pencil, ruler and booklet) visible. Staff should lead their class, single file and silently to the classroom, positioning themselves in the doorway to ensure effective management. Students must be dismissed formally by the teacher at the end of the lesson. Teachers must position themselves in the doorway of their room to dismiss students and remind students of the silent homebase expectations. Staff should notify SLT of any student who is not silent in a line up. Students not silent in a line up will receive a 1 hour detention.

6.2 Silent Homebase

All students are expected to be silent in the home base at break and lunch time. Failure to do so will result in a 1 hour detention. Pastoral staff and staff on duty must inform SLT of any students who fail to meet this expectation.

6.3 Trainers

Trainers are only permitted to be worn at break time and lunch time within the playground fenced area. Students wishing to change in to trainers must change in to and out of trainers within this area. Students observed with trainers in any other area of the academy will be issued with a 1-hour detention.

In the playground and around the school building, students are expected to follow our expectations with regard to behaviour.

7. Responding to Acceptable Behaviour

It is important that students are recognised when behaving and achieving well. The following should be considered to acknowledge this:

- Speaking to students in class
- Writing comments on student work
- Phoning home
- Awarding values recognition merits
- Awarding badges
- Awarding ties
- Awarding certificates

7.1 Values Recognition (*See Appendix C – Building our School Culture*)

Our values demonstrate what it takes to become a Leader for Tomorrow and underpin everything we do at London Academy. We will recognise students who consistently embody our values in the following ways:

- Values Recognition Merits

- Badges
- Ties
- Assemblies
- Awards Evening
- A display at reception of all merit badge winners each half term
- At display at reception of all values tie holders

8. Responding to Unacceptable Behaviour

At London Academy, we believe that consistency and clarity of expectations and routines are key to fostering a culture of high standards of readiness to learn and building discipline. For this reason, all teachers should use the Academy's behaviour system in response to unacceptable disruptive behaviour in their classroom practice.

8.1 Behaviour system – Opportunity, Exit

- Opportunity – Students who are disrupting the learning of themselves or others, will be given one clear Opportunity to adjust. This is a deliberate moment that allows a student to reflect, reset, and re-engage. By calling it an “Opportunity,” we are reframing the language to emphasise student responsibility, growth, and choice. It’s a chance to be successful, a reminder of what’s expected, and a signal that we believe they can meet that expectation.
- Exit – If a student persists in disrupting the learning, they will be immediately issued an Exit indicating they have 2 minutes to transition to the relocation room. Exit is the second and final step in managing behaviour within lessons and carries a meaningful consequence which signals to students that we do not tolerate any behaviour which disrupts the learning of themselves or others.

8.2 – Shadow

Students who receive an Exit will be sent immediately to Shadow, where they will remain for 4 consecutive periods, not including the period they arrive, break and lunch, to leave at 3:45. This makes clear that at London Academy, students are here to learn, and that every lesson is a non-negotiable opportunity to actively participate, and we will not tolerate anything which disrupts the learning of the individual or those around them. Teachers will attend the relocation room at the end of the day for a rebuild conversation with the student in order to ensure that the next lesson is positive.

Exit issued...	Time in Shadow
DEAR	Remaining of DEAR, P1-4, break and lunch
Period 1	Remaining of P1-4, break and lunch, P1 following day
Period 2	Remaining of P2-4, break and lunch, P1,2 following day
Period 3	Remaining of P3-4, lunch, P1,2,3 following day including break
Form Time	Remaining of Form, Lunch, P4, P1-3 following day including break
Period 4	Remaining of P4, P1-4 following day including break and lunch
Enrichment	Remaining of Enrichment until 4:15, P1-4 following day including break and lunch

8.2 Referral in the event of non-compliance or a High Level Incident (HLI)

It is recognised that in certain circumstances referral may be necessary. The types of behaviour (note this is not an exhaustive list) which may require referral include the following:

- Refusal to hand over mobile phone
- Refusal to leave the classroom
- Damage to school property
- Verbal abuse to member of staff or student
- Physical abuse to member of staff or student

In the event of the above, staff should not hesitate to ask for guidance and assistance from pastoral or Senior Leadership Team (SLT) colleagues and should follow the process below:

1. Email behavioursupport@londonacademy.org.uk briefly outlining the incident and location of student/classroom. Following this, the designated colleague who is on walkabout will attend as soon as possible to assist.

If the behaviour meets the threshold for a HLI, the class teacher should complete the HLI on Bromcom.

Following a HLI referral, SLT and the principal will make a decision about an appropriate sanction.

8.3 Sanctions

Whilst our ethos is to reward and recognise students, there inevitably have to be clear expectations regarding behaviour. Sanctions are used to help pupils make appropriate choices about their behaviour. The most appropriate sanction is one designed to encourage reflection, put matters right and to encourage desired behaviour in the future. The Academy will implement a range of strategies to deal with undesired behaviour of students, including:

- Detentions – a one hour, centralised, silent detention after school. Detentions can be given for the following: chewing gum, arriving to lesson ill-equipped, not completing homework, arriving late to school, arriving late to lesson, not being silent in a homebase transition or line up, not meeting uniform expectations and other behaviour of students which does not meet our expectations but does not reach the threshold for internal exclusion
- Parent / student meetings
- Report Cards

8.4 Student Support

The Academy will review the support available to individual students who may be at risk of disaffection or exclusion, including:

- Learner support
- Counselling
- Mentoring
- Individual education planning
- Curriculum and curriculum resources
- Teaching strategies
- Study support

8.5 Behaviour Form

Behaviour Form supports students who present challenging behaviour that disrupts their own and others' education and places them at risk of exclusion. The students remain in the Academy and follow the mainstream curriculum - the delivery of which can be in a tailored fashion to best accommodate students' needs and reduce disruption. Whilst under the care of B-Form, students follow an adjusted day, particularly during unstructured time, and are closely monitored by staff. Students receive regular mentoring by staff and are encouraged to reflect on their behaviour, particularly with reference to their daily report card, to help develop strategies that enable them to manage their own behaviour successfully in the future. The duration of a student's placement in B-form is regularly reviewed by staff and pastoral colleagues; a student will return to mainstream provision after a sustained period of high standards of readiness to learn which includes attendance, punctuality,

compliance with uniform and behaviour management strategies used at the Academy. Upon return to mainstream provision, students are closely monitored by staff and pastoral colleagues to ensure continued success.

8.6 Restorative Justice

Restorative Justice is the process used by London Academy to resolve conflict. It promotes telling the truth, taking responsibility, acknowledging harm as appropriate responses to conflict and in doing so creates accountability.

Restorative Justice not only allows the harmer to see the impact of their behaviour but also allows the harmed person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future; this gives them a personal stake in the success of the contract.

9. Use of Reasonable Force

The Governors of London Academy accept that there may be times when it is necessary to use reasonable force to control or restrain students. However these circumstances will be the exception rather than the rule.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour or in a situation that could clearly be resolved in another way.

The degree of force employed must be broadly in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

9.1 Internal Exclusion (Correction)

Students who are internally excluded complete a specified number of days in Correction, which is commensurate to the severity of the incident. Whilst in Correction, students have an adjusted and highly structured day (9.45am-4.45pm), with a prime focus on reflection and deterrence.

Internal exclusion is for both isolated and continuous infringements of the Academy's Code of Conduct, Behaviour Policy and/or Ready to Learn framework.

The types of behaviour (note this is not an exhaustive list) which may meet the

threshold for internal exclusion are:

- Serious damage to Academy property
- Behaviour that disrupts the calm order of the Academy
- Fighting, including play fighting
- Theft
- Bullying
- ‘Isms’ – racism/sexism etc.
- Abusive/aggressive language to a member of staff/student
- Truancy – internal and external
- Refusal to complete a detention
- Defiance towards a member of staff
- Bringing the academy in to disrepute

Students will follow their normal curriculum while they are in the correction room.

9.2 Exclusion from school

Exclusion is for continuous, serious infringement of the Academy's Code of Conduct and/or Behaviour Policy or for a single, serious incident.

The types of behaviour (note this is not an exhaustive list) which may meet the threshold for exclusion are:

- Extortion of monies
- Behaviour that disrupts the calm order of the Academy
- Physical abuse towards staff or other students
- Intimidation aimed directly at a member of staff or student
- Possession of drugs or alcohol
- Sexual misconduct
- Behaviour that brings the academy into disrepute
- Continual defiance
- Using ICT/electronic equipment or social media to undermine a staff/student

Parents / carers will be expected to bring the student back to school to be formally readmitted and the student will be closely monitored by a senior member of staff.

9.3 Permanent Exclusion

The Principal may decide that permanent exclusion is necessary. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school
- Persistent and defiant behaviour. This would encompass bullying, including homophobic or racist bullying
- Serious actual or threatened violence against a student or member of staff
- Serious sexual misconduct
- Supply of an illegal drug or alcohol, or the severe examples of misuse of

an illegal drug. Please see the Drug Education Policy for further guidance

- Bringing offensive weapons onto the Academy premises
- Extreme physical violence

9.4 Confiscation

Teachers have a legal right to confiscate any item that poses a threat to health and safety, pupil learning or is counter to the ethos of the school. Confiscated items should be locked away and taken, when convenient, to the Academy safe where they will be kept until the end of the day and returned. Any dangerous or illegal items, such as cigarettes, cigarette lighters, alcohol, drugs or potential weapons will be confiscated and destroyed or handed to the police if necessary.

9.5 Searching and screening

The Principal can authorise a search of pupils or their possessions (including bags and lockers) without their consent if there are reasonable grounds for doing so. DFE guidance is followed in relation to searches. Searches are typically undertaken by two members of staff of the same sex as the student.

Parents are informed, and a note is made on CPOMS, following a search for these items (deemed 'prohibited' in DFE guidance)

• knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). • tobacco and cigarette papers; • fireworks; and • pornographic images.

The academy in addition to the above list prohibits the following items in order to maintain high standards of behaviour and a safe environment with the academy:

Mobile Phones, Electronic Devices, Smart Watches, Chewing Gum, Coloured or fizzy or energy drinks, Unhealthy junk food, such as chocolate, sweets and crisps, Trading cards or items to sell, Weapons and anything that could be used as a weapon, Compasses, Laser Pens, Smoking or associated items (including lighters and vapes), Illegal substances, Metal combs, Fake Nails, Fake Eyelashes, Make-up bags and perfume.

Screening takes place regularly for pupils on entry into the Academy daily and at times throughout the school day to ensure standards are met with regards to banned items.

9.6 Exclusion

When considering exclusion, account will be taken of the guidance from the DfE and the personal circumstances of the student.

Under the law, the Principal, Governing Body and Independent Review Panel must have regard to the relevant DfE guidance when deciding:

- whether to exclude a student or (where applicable) to uphold an exclusion
- the period of exclusion
- (where applicable) whether to direct the Principal to reinstate an excluded student

The Governing Body and Principal of the Academy are responsible for promoting good behaviour and discipline on the part of the Academy's students and for securing an orderly and safe environment for students and staff.

The Academy's response to challenging and disruptive behaviour will be made in the

context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The Academy will ensure that the interests of the whole Academy are considered within any action taken.

9.6.1 Deciding whether to exclude a student

Only the Principal or, in their absence, a senior teacher acting with their authority, can exclude a student from the Academy. A decision to exclude a student will be taken only:

- In response to a serious breach, or persistent breaches, of the Academy's discipline policy; and
- If allowing the student to remain in the Academy would seriously harm the education or welfare of the student or others in the Academy

The decision to exclude a student is a matter of judgement for the Principal, who will take into account the likely impact of the misconduct on the life of the Academy. This may include behaviour on or off Academy premises which is in breach of the standards of behaviour expected by the Academy.

Before reaching a decision to exclude, either permanently or for a fixed period, the Principal will:

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the Academy's behaviour and equal opportunities policies
- where possible allow the student to give his or her version of events
- check whether the incident may have been provoked, for example by racial or sexual harassment
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

9.6.2 Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Principal might consider it appropriate to permanently exclude a child for a first or one-off offence.

9.6.3 Suspensions

In the case of suspensions, the Principal may exclude a student for up to 45 days in any one academic year. Students suspended for more than 5 consecutive days will receive their full educational entitlement off-site.

9.6.4 Reintegration

A reintegration meeting following the expiry of a suspension will be arranged

by the Academy prior to a student returning from a period of suspension and in the case of any student who has been excluded from another Academy. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student. It is a legal requirement for parents/carers to attend. Students returning from suspension are likely to be placed on a Report Card to a member of the Senior Leadership Team

9.6.5 Setting Work

The Principal will provide an individual education plan for all students on roll who are suspended which will set out:

- how the student's education will continue during the period of suspension
- how the time might be used to address the student's problems
- the educational arrangements which will best help with the student's reintegration into the Academy at the end of the suspension

In the case of a permanently excluded student, the Principal will plan for the student's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the student's name will be deleted from the Academy roll.

9.6.6 Informing Parents/carers

The Principal will inform the parents/carers of the period of the suspension (it may not run for an indefinite period) and the reasons for it. The parents/carers have the right to make representations about the suspension to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an suspension, the Academy may notify the Social Services Department and the police if, in the Principal's view, the child or any other person may be at risk as a result of a failure to meet the terms of the suspension or exclusion.

9.6.7 Other Considerations

The Academy will implement its Behaviour for Learning Policy with due regard to the implications arising from the SEND Code of Practice (2014), Equalities Act 2010, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

9.6.8 Exclusions and SEN Students

Other than in exceptional circumstances, the Academy will seek to avoid excluding students with SEN.

9.6.9 Exclusions and Looked After Children (LACs)

The Academy will be particularly sensitive to LACs. Social services will be involved as early as possible and the designated teacher will be fully involved.

10. Student Behaviour outside the Academy

Students' behaviour on Academy business is subject to this Behaviour for Learning Policy.

For behaviour outside the Academy, but not on Academy business, the Behaviour for Learning Policy will apply if there is a link between poor behaviour and maintaining

good behaviour and discipline among the student body as a whole.

Poor behaviour by students in the immediate vicinity of the Academy, or on a journey to or from the Academy, will be subject to this Behaviour for Learning Policy.

Appendix A

LONDON ACADEMY

HOME / ACADEMY AGREEMENT

At London Academy we want your child to be happy and successful. If we are to fulfil this aim it is important that school and parents/carers work together.

For our part, we, London Academy will:

- Provide a safe place for your child to learn.
- Insist on high standards of behaviour based on respect, courtesy and consideration towards each other.
- Prepare lessons thoroughly and give appropriate feedback to allow students to make progress.
- Set one piece of quality homework per subject per week
- Insist on 100% attendance and punctuality.
- Keep parents/carers regularly informed about progress and school matters.
- Recognise and celebrate behaviour that promotes the London Academy values.
- Encourage your child to take an active interest in undertaking in extra-curricular activities.

We wish your child every success during their career at London Academy.

Signed:
(Principal)

In return I, the student, will:

- Show respect for other students, staff and other visitors to London Academy.
- Take care of, and pride in, the school environment.
- Value every member of the community and work together to ensure all students are free from prejudice and bullying of any kind.
- Communicate with other members of the school community positively including on social media.
- Strive to achieve 100% attendance and impeccable punctuality.
- Value the importance of work and achievement. Investing exceptional effort in all work I am required to complete to be successful.
- Follow the guidance in the 'Information booklet' provided to me.
- Take pride in my appearance by caring for my uniform.
- Uphold the school's Behaviour Policy.

Signed:
(Student)

In return we, the parent(s) / carer(s) will:

- Work with the teachers to ensure our child behaves well and support the Academy's behaviour policy promoting good behaviour inside and outside school.

- Support my child to interact positively with other members of the school community including supervising their communication on social media.
- Support the school's decision on appropriate sanctions for my child including detention and correction.
- Make sure our child attends school every day, on time and properly equipped.
- Not take our child on holiday during term time.
- Insist our child completes all homework.
- Ensure our child wears the correct school uniform.
- Attend the regular parent / teacher progress meetings.
- Get in touch with the Academy if there is a problem or a change in contact information.
- Ensure our child is fully involved in meeting London Academy's values and undertaking in extra-curricular activities.

Signed:
(Parent/Carer)

APPENDIX B

London Academy's Ready to Learn Policy

Rationale:

At London Academy, we believe that if students are to achieve their best then they must be free to learn in a stimulating, supportive and structured atmosphere, free from oppression, which has a strong culture of high standards of readiness to learn.

Ready to Learn Expectations:

1. We have perfect uniform at all times
2. We have the correct equipment for each lesson (pen, pencil, ruler and relevant book(s))
3. We arrive on time to lessons and to school
4. Our mobile phones (and other non-permitted electronic devices) are never on our person or used during the school day
5. We never disrupt learning
6. We always complete our homework

Systems to support class teachers in promoting high standards of readiness to learn:

At London Academy, we believe that consistency and clarity of expectations and routines are key to fostering a culture of high standards of readiness to learn and building discipline. For this reason, all class teachers should use the Ready to Learn + alongside the Academy's warning system in their classroom practice.

Ready to Learn Plus:

1. Line up and entry (straight line, uniform check, equipment check, greet (threshold) and begin task on entry)
2. FOCUS 100%
3. Gaining silence / attention (3-2-1)
4. Tidying up and exit (students tidy work area, tuck chair in and stand behind, teacher walk around to check room/computers for graffiti or damage and challenge there and then, teacher dismissal in calm fashion (e.g. in threes)

Warning system – Opportunity, Exit

- Opportunity – Students who are disrupting the learning of themselves or others, will be given one clear Opportunity to adjust. This is a deliberate moment that allows a student to reflect, reset, and re-engage. By calling it an “Opportunity,” we are reframing the language to emphasise student responsibility, growth, and choice. It’s a chance to be successful, a reminder of what’s expected, and a signal that we believe they can meet that expectation.
- Exit – If a student persists in disrupting the learning, they will be immediately issued an Exit indicating they have 2 minutes to transition Shadow. Exit is the second and final step in managing behaviour within lessons and carries a

meaningful consequence which signals to students that we do not tolerate any behaviour which disrupts the learning of themselves or others.

Referral in the event of non-compliance or a High Level Incident (HLI)

It is recognised that in certain circumstances referral may be necessary. The types of behaviour which may require referral include the following (note this is not an exhaustive list):

- Refusal to hand over mobile phone
- Refusal to comply with the warning system
- Damage to school property
- Verbal abuse to member of staff or student
- Physical abuse to member of staff or student

In the event of the above, staff should not hesitate to ask for guidance and assistance from pastoral or Senior Leadership Team (SLT) colleagues and should follow the process below:

1. Email behavioursupport@londonacademy.org.uk briefly outlining incident and location of classroom. Following this, the designated colleague who is on walkabout will attend as soon as possible to assist
2. If a HLI, class teacher should complete HLI form after the lesson

Following a HLI referral, SLT and the principal will make a decision about an appropriate sanction.

Sanctions

Whilst our ethos is to reward and recognise students, there inevitably have to be clear expectations regarding behaviour. Sanctions are used to help pupils make appropriate choices about their behaviour. The most appropriate sanction is one designed to encourage reflection, put matters right and to encourage desired behaviour in the future. The Academy will implement a range of strategies to deal with undesired behaviour of students, including:

- Detention – a one hour, centralised, silent detention after school. Detentions can be given for the following: disruptive behaviour, chewing gum, arriving to lesson ill-equipped, not completing homework, arriving late to school, arriving late to lesson, not being silent in a homebase transition or line up, not meeting uniform expectations and other behaviour of students which does not meet our expectations but does not reach the threshold for internal exclusion
- Parent/student meetings
- Report Cards
- Internal Exclusion (Correction) – students in Correction have an adjusted and highly structured day (9:45am - 4.30pm), with a focus on reflection and deterrence.
- Suspension

APPENDIX C

Building our School Culture - Values, Social Norms and Behaviours

Students from London Academy will be among the Leaders for Tomorrow. By providing a safe and supportive environment, London Academy will develop in its students, skills and values which will enable them to live their lives as respectful, caring and positive citizens.

London Academy believes that students will only achieve the academic excellence required to become a Leader for Tomorrow in a calm, ordered and happy school. In order to do this, students buy into our culture and value system; they understand the importance of an orderly environment where not a moment is wasted. To support this, we have an explicit set of expectations that are consistently reinforced with clear systems and structures.

1. The following behaviours and social norms will be explicitly taught, modelled, reinforced and praised:

- Making people feel happy, included and safe (keeping negative thoughts to yourself, being thoughtful towards others)
- Encouraging another student to behave in an appropriate way
- Making eye contact when you are speaking to your friends, teachers or visitors
- Listening and respecting others when they are contributing or speaking
- Smiling
- Always saying “please” and “thank you”
- Opening doors for others
- Saying “Good morning/afternoon”, “How are you?” and “Can I help you?”
- Volunteering to help other students or staff
- Doing what is expected even when others are not

2. All students will demonstrate that they are a Leader for Tomorrow by:

- Having perfect uniform at all times (black leather shoes, shirt, trousers/skirt of an appropriate length, a knotted tie covering fastened top button, jumper and blazer)
- Having the correct equipment for each lesson (pen, pencil, ruler and relevant book(s))
- Arriving on time to lessons and to school
- Keeping mobile phones (and other non-permitted electronic devices) in lockers throughout the school day
- Adopting a healthy diet to improve student learning and concentration by not bringing unhealthy foods/drinks into the Academy
- Only wearing trainers in the playground fenced area.
- Being silent in the Homebase during break, lunch and transition periods.
- Always being silent in line ups and for fire drills
- Always completing homework

3. Being a Leader for Tomorrow day in and day out means:

- Always being inclusive – never isolating, insulting, excluding, undermining or swearing at others
- Never touching another student (play fighting, hugging, pushing, shoving, flicking, fighting etc.)
- Never screaming or shouting
- Always respecting our environment and taking care not to waste resources (never defacing the building, equipment, furniture, dropping litter or spitting)
- Always smiling and saying “Good morning” or “Good Afternoon” to any visitor
- Always opening the door for any adult
- Always remembering you are an ambassador for the Academy when on trips, educational visits or out in the community

4. In lessons, students demonstrate that learning is our core business by:

- Entering the classroom calmly, greeting the teacher, sitting in allocated seat and starting the Literacy Do now activity
- Responding politely to teacher greetings/register with “Good morning/afternoon, Sir/Miss” or “Yes Sir/Miss”
- Engaging in the activities set by the teacher and understanding that learning does not happen without struggle
- Demonstrating FOCUS 100%
- Being silent following a teacher countdown (“I need quiet in 3, in 2, in 1 ... Thank you“)
- Believing that we are all part of a learning family and are responsible and accountable for each other’s behaviour
- Never disrupting learning. Below is a list of some behaviours that you should avoid in order to not disrupt your learning and that of others:
 - Talking when you are asked to work in silence.
 - Not completing all work that is required within a set period.
 - Not following instructions first time.
 - Not actively engaging with learning e.g. answering questions that are asked of you.
 - Swinging on your chair or fidgeting with equipment.
 - Not tracking the speaker.

5. Accepting a Teacher’s Instruction

To enable learning to happen at the necessary pace, students will be well versed and inducted into accepting a verbal or non verbal teacher instruction including being issued with a chance or warning. Students must:

- Accept instructions without question
- Make eye contact with the teacher when spoken to
- Say “I’m sorry” or “I understand, could we talk about it later?” when things go wrong

6. Students must not:

- Question or challenge the decision of the adult
- Tut or kiss teeth
- Walk away, slouch their head, throw or bang objects in anger
- Swear or use slang

7. Detentions

We are serious about our responsibility to teach discipline and positive attitudes to students. Students will serve same-day, one hour detentions after school for:

- Behaviours which prevent learning
- Behaviours which challenge Academy expectations
- Infringements of the Ready to Learn system, including lateness to lesson or school, incorrect uniform, not completing homework, not being silent in a homebase, transition or line up, or failure to have the correct equipment in a lesson

Parents will be notified of the detention by text. Detentions run from 15:10 - 16:10.

Recognition of Academy Values

Our values demonstrate what it takes to become a Leader for Tomorrow and underpin everything we do at London Academy. We will recognise students who consistently embody our values in the following ways:

- Values Recognition merits
- Badges
- Ties
- Assemblies
- Awards Evening

Specific behaviours that might lead to a Values Recognition Merit include:

Responsibility

- A student always offers to hand out resources in lesson
- A student looks after a new student to help settle them into the school
- A student regularly supports another student with language difficulties
- A student regularly supports other students in their class with their work
- A student welcomes and helps guest teachers / supply teachers

Integrity

- A student displays honesty in their actions
- A student is true to their word – does what they say they will do
- A student informs a member of staff about an incident involving another student's wrongdoing (where others may have kept it to themselves)
- A student helps to encourage a peer to act with integrity
- A student can be relied upon to do the right thing, even when no one is looking

Good Citizenship

- A student is seen voluntarily picking up litter around the school
- A member of the public informs us of an act of good citizenship outside of school
- A student volunteers their own time before, during and/or after school to support school based programs (e.g. DEAR), activities (e.g. Sports coaching) and or events (e.g. Open evenings)
- A student provides evidence of activities outside of school which enhance the community
- A student consistently embodies school values and sets an example for others

Scholarship

- A student has shown improvement in attitude to learning over several lessons
- A student always makes an effort in lessons
- A student makes excellent academic progress in a subject over a term
- A student produces an outstanding piece of work or masters a skill that required determination
- A student shows evidence of regular amounts of revision/independent work/meeting deadlines

Creativity

- A student creates a piece of homework that goes above and beyond in a creative sense
- A student's final piece of work in a creative arts subject is particularly strong or original
- A student regularly participates in a creative arts extra-curricular activity
- A student regularly writes creatively in a subject where this is possible
- A student uses their initiative to devise a solution to a problem which is novel and applicable

Respect

- A student regularly greets you politely following good social conventions
- A student is often seen holding the door open for people in school
- A student shows courtesy in difficult situations instead of answering back
- A student regularly communicates using respectful language
- A student is seen regularly following instructions first time