

*“Good schools start with Good Behaviour”*

**1. Introduction**

Chelsea Academy is a Christian community and our Christian values and ethos underpin all aspects of the behaviour of students and staff. We expect all members of the Academy to behave courteously and respectfully towards one another. We expect all students and staff to actively care for other members of the Academy community and contribute to their well-being and success.

In order to enable effective learning and teaching to take place the highest standards of behaviour in all aspects of Academy life are expected. We anticipate that unacceptable behaviour will always be confronted and that everyone at Chelsea Academy will feel empowered to challenge anyone behaving in an anti-social manner.

We hope to create firm discipline within a positive caring atmosphere and develop supportive relationships between students and staff. Discipline and relationships will be guided by the Academy’s distinctively Christian ethos. The Academy recognises the importance of treating students as individuals, created in God’s image, with an important contribution to make to the Academy and to society.

We believe that students need and welcome the security of clear boundaries and expectations. It is important that rules, procedures and strategies to which we aspire are clearly understood and modelled by all members of the Academy community; and that they are applied consistently, remembering that there needs to be some flexibility in the use of sanctions to take account of individual circumstances. The success of this policy is of paramount importance and as such it is the responsibility, and indeed relies upon the full involvement of all students, staff, parents and governors - every member of the Academy community - all being supportive and co-operating with each other to ensure its success.

This policy explains the systems that will be implemented to promote and encourage our students to behave well, work hard and be successful (rewards and incentives) and also explains the actions to be taken if a student does not adhere to Academy rules (consequences).

**2. Principles of the policy**

There is an irrefutably strong relationship between effective learning and teaching, attendance and positive behaviour and this policy is initially based upon three fundamental positive principles:

- a) The foremost contributor to good student behaviour is a positive and invigorating Academy atmosphere with well-paced and appropriately challenging lessons for all. (See Learning and teaching policy)
- b) Students who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their Academy. Chelsea Academy will have rigorous systems to maximise attendance (see Attendance Policy).
- c) Every incident of misbehaviour in the Academy is seen as educative. Students are encouraged to learn constructively from their mistakes.
- d) Additionally the principles of the policy are for students to achieve their best by being free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.

***Our policy is based on the premise that:***

- Each student has the right to learn
- Each teacher has the right to teach without interruption
- Every parent has the right to information about their child's behaviour and to work in partnership with the Academy to encourage high standards
- Each participant in this partnership needs to be aware of these standards
- Every student is equal and should be treated as such at all times

***Acceptable behaviour***

- Includes respecting others
- Includes listening to and responding to teachers
- Includes avoiding conflict with others

Above all it means that students accept responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

The policy has the three elements of Rewards, Rules (as the "Keys to Success") and Consequences as its foundation.

**3. Aims of the Policy**

- a) To create a caring and purposeful learning environment in the Academy.
- b) To clarify what is meant by "good behaviour and discipline" and ensure success through the highest standards of behaviour towards each other and towards all members of the Academy community.
- c) To motivate students by using a variety of rewards to recognise effort, hard work and good behaviour in a structured way thus valuing their own and other's contributions so that they can grow socially, personally and academically.
- d) To promote and develop confidence, self-esteem and self-discipline with due regard for authority and positive relationships based on mutual respect, support and safety for all students.
- e) To encourage students to take responsibility for their own actions and ensure that they act as responsible members of the Academy, giving positive impressions within it and to the wider community.
- f) To ensure consistency of response and equality of treatment to both positive and negative behaviour.
- g) To help develop proactive young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.

**4. Roles and responsibilities*****Students are expected to:***

- abide by the Home-Academy agreement and the Behaviour for Learning policy rules
- have a positive approach to Academy life
- be positive ambassadors of the Academy through their exemplary behaviour on their way to and from Academy and when representing the Academy on trips
- be ready to learn by ensuring regular attendance and being punctual to all lessons with the correct equipment
- follow instructions at the first time of asking co-operating with other students and staff
- work to the best of their ability and effort at all times and allow others to do the same
- be polite and respectful to other members of the Academy community
- wear their Chelsea Academy uniform with pride ie correctly at all times during the Academy day and on the way to and from the Academy
- have a conventional hairstyle and have no unauthorised piercings and/or tattoos (see uniform policy)

- respect and value each other and their environment
- ensure that they make time to complete all independent learning tasks set

***Students must not:***

- disrupt the learning of others
- prevent the teacher from teaching
- put at risk the health and safety of others

Good behaviour will be reinforced by the rewards systems and by involving students in the Academy's decision making processes (see Student Voice Policy).

***Staff are expected to:***

- abide by the Home-Academy agreement and support this Behaviour for Learning Policy at all times
- be positive ambassadors of the Academy through their professionalism at all times
- encourage good behaviour from students and colleagues: leading by example and using positive language: a role model at all times
- support students and colleagues, demonstrate good team spirit and go "the extra mile"
- be ready to teach by having good attendance and by being punctual to Academy lessons
- respect each other and their environment
- treat all students fairly and equally seeking to raise their self-esteem and develop their full potential
- adhere to the Learning and Teaching policy to ensure high quality delivery central to positive student behaviour and make use of the classroom management checklist (Appendix 3)
- undertake thorough planning to provide challenging, interesting and relevant lessons appropriate to the age, ability and any individual needs of all students
- create a safe, pleasant and effective learning environment
- take every opportunity to promote and reward good behaviour, achievement and effort when deserved (see Praise and Rewards Policy).
- use rules and consequences outlined in this policy clearly and consistently
- intervene promptly when they encounter poor behaviour or unexplained absence.
- form good relationships with parents liaising regularly to help them support their child's learning and to share any concerns about their child's education, welfare or behaviour

***Parents / Carers are expected to:***

- abide by the Home Academy Agreement
- be ready to support the Academy Behaviour for Learning Policy by reinforcing Academy rules
- regularly discuss their child's learning and life at the Academy
- share concerns about their child's education, welfare and behaviour with the Academy
- support their child's independent learning
- engage in dialogue with the Academy regarding their child's progress and attend parents' evenings / use of Academy Learning Platform /support Academy functions
- encourage their child to be an ambassador of the Academy at all times
- ensure that a minimum 95% attendance rate is achieved for their child wherever possible
- inform the Academy of any absence
- ensure their child arrives at the Academy, on time
- ensure their child is in full Academy uniform and wears the uniform in accordance with the uniform policy
- support the Academy's decisions whilst having an entitlement to be fully informed about and question those Academy's decisions regarding their child's behaviour.

**5. Systems and Routines for Learning**

- All of the Academy’s policies and systems support the Behaviour for Learning Policy. Some particularly relevant features are:
- A Special Educational Needs and a Languages Faculty that incorporates EAL, which will assist all students in accessing the curriculum at an appropriate level.
- A student support system based upon vertical coaching groups in which students from all years are represented. Learning coaches are key figures in understanding the learning and social needs of their coaching groups and communicating these to appropriate colleagues.
- Our House system will encourage collaboration, teamwork and a strong sense of community and mutual responsibility.
- Our enrichment programmes (both timetabled and after hours) will ensure that all students can access activities that motivate them, building their self-confidence and sense of belonging.
- We recognise that competence in the key skills of literacy and numeracy enables access to learning. Chelsea Academy will seek to ensure that all students have functional skills in these aspects, appropriate to their academic potential. Students identified as underachievers or for whom the home environment is not conducive to study will be in particular encouraged to attend booster sessions in these areas.

**6. Rules / Keys to Success**

Students’ Academy Code of Conduct / Rules

To help us achieve our aims we have agreed a set of rules for around the Academy - these form part of our Behaviour for Learning Policy and students are expected to follow this code at all times.

These rules are entitled ‘Keys to Success’ and are listed below:

**Keys to Success - Academy Code of Conduct**

**KEYS TO SUCCESS**  
**RULES OF BEHAVIOUR FOR THE ACADEMY**

- Always be punctual, wait quietly and be fully equipped, ready to work.
- Enter and leave classrooms and move around the Academy in an orderly fashion. Follow instructions at the first time of asking.
- Be polite and courteous to everyone at all times  
Stay on task and allow others to do so
- Work hard to fulfil your potential  
Mobile phones, iPods or MP3 players should be switched off and not visible.
- Wear the Chelsea Academy uniform correctly at all times  
Eat or drink in designated area only. Chewing gum is not allowed in the Academy
- Put litter into a bin

**THIS IS YOUR ACADEMY**  
**TAKE CARE OF IT**

These rules are displayed in each teaching room.

## **7. Rewards and Incentives**

At Chelsea Academy we believe that ALL children are motivated to learn by praise, reward and celebration of achievement. Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues. Comments should also be logged on the student's record in Sims

Use praise to reprimand/consequences in the ratio of roughly 5:1. Positive behaviour will be reinforced by the Vivo Miles incentives system and also through involving students in the Academy's leadership / decision making processes (see Student Voice Policy)

*For full list see Praise and Rewards Policy*

## **8. Consequences**

Any student breaking our rules will be choosing a corresponding consequence.

There will be a graduating scale of sanctions to be applied according to the professional judgement of staff.

These will include:

- verbal reprimand
- written reprimand
- withdrawal of privileges
- parental involvement
- community service
- referral to senior staff
- exclusion from lessons, internal or external (see Appendix 1)
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Confronting all incidents and acting consistently when applying sanctions ensures the deterrent effect of our Behaviour for Learning Policy. We recognise that it is never the person themselves but always their actions, which have led to the sanction. We will use restorative justice techniques to address most situations.

It is not possible to link a specific sanction to a particular offence in all cases. The specific circumstances of each offence must be taken into account when deciding upon sanctions.

Parents will be informed by letter, student organiser, email or telephone of their child's behaviour. In any serious cases of misbehaviour students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the Behaviour for Learning Policy and Chelsea Academy pledge to keep parents informed should their child be giving cause for concern.

*For full list see Sanctions and Reconciliation Policy*

## **9. Bullying**

See Anti-Bullying Policy.

## **10. Referral System**

a) The following types of misbehaviour may be dealt with by the class teacher or member of staff encountering them:

- minor disruption
- chatting in class
- mild answering back to staff
- overly boisterous behaviour

- dropping litter
  - not wearing uniform properly
  - non-completion of independent learning tasks
  - minor name calling
  - forgotten or incorrect equipment
  - chewing gum at any time or eating in class
- b) The following types of incident must be referred by a member of staff to their line manager (unless they are themselves senior staff):
- repeated disruption in class
  - challenging the authority of a member of staff
  - serious offensive language/minor physical assault (see also Anti-Bullying Policy)
  - vandalism
  - truancy
  - smoking
  - poor behaviour on the way to or from Academy
- c) If the following types of incident occur, the assistance of a senior member of staff must be sought immediately:
- use of obscene/offensive language towards a member of staff
  - assault on a member of staff
  - serious assault on another student
  - fights between students
  - persistent bullying, sexual, racial or other harassment
  - theft
  - possession of a weapon or otherwise threatening the safety of others;
  - any suspicion of illegal drug or alcohol possession, supply or abuse
- d) All incidents of misbehaviour must be managed using the Academy behaviour reporting and referral system (see Appendix 2).

***Links to other Policies:***

Anti-bullying Policy

Attendance Policy

Equal Opportunities Policy

Learning and Teaching Policy

Praise and Rewards Policy

Sanctions and Reconciliation Policy

SEN and Inclusion Policy

Student Voice

**Appendix 1****Exclusions**

- a) Exclusion occurs when a student's behaviour results in their removal from lessons for a designated length of time. Exclusions may be fixed term or, in exceptional circumstances, permanent.
- b) The Academy follows the DCSF Guidance on Exclusions (updated April 2008) A full copy of this guidance is available on the Teachernet website or from the Academy office.
- c) The Academy will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.
- d) We recognise that exclusions cause disruption to students' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at Chelsea will be limited to 3 Academy days.
- e) There will be a re-integration meeting with the student and their parents after some internal exclusions and every fixed term exclusion.
- f) In rare cases, the Academy may have to consider permanent exclusion. Sometimes this will be for an isolated incident. However, for students known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:
  - agreeing an individual behaviour plan / pastoral support plan with parents
  - assessment of social, emotional and learning needs
  - alternative curriculum options (e.g. part-time college provision)
  - allocation of a learning/careers mentor
  - interview with the Academy's Governors' Disciplinary Committee
  - attendance at a Student Referral Unit (PRU)
  - managed move to another Academy/school

***Behaviour likely to result in fixed term exclusion:***

- persistent and seriously disruptive behaviour
- confrontational behaviour/obscene language towards students or staff including obscenity, offensive language, racist, sexist or homophobic language
- serious vandalism
- disruption in the local community
- theft
- repeated incidence of smoking
- fighting/assault
- carrying a potentially dangerous weapon/implement on the journey to or from the Academy
- bringing a potentially dangerous weapon/implement onto the Academy site
- behaviour likely to bring the Academy into disrepute

***Behaviour likely to result in permanent exclusion:***

- physical assault upon a member of staff
- serious physical assault upon another student
- use or possession of illegal substances
- possession of knives
- actual, intended or threatened use of a potentially dangerous weapon/implement on the Academy site.
- posing a serious and/or repeated health and safety risk
- repeated incidents of serious misbehaviour
- sexual misconduct

- criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy
- or other serious reasons at the Principal's discretion.
- Procedures

The procedures that will be followed in these situations are as follows (these are set out in greater detail in the DCSF Guidance):

***Fixed term exclusion*** (up to 45 days per academic year)

- The Principal makes the decision.
- Students are excluded by the Principal for serious breaches of the Code of Conduct.
- Telephone contact is made with the parents immediately.
- A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Chair of the Governing Body.
- Teaching staff must provide work for the student.
- The Academy must comply with required levels of student supervision.
- The parents and student must attend a formal re-integration meeting.
- The Academy will follow at all times the guidance issued by the Secretary of State.
- The local authority is informed from Day 6 of any exclusion.

***Permanent exclusion***

- The Principal makes the decision.
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body.
- Teaching staff must provide work for the excluded student until any appeals have been heard and a final decision is reached.
- A Governing Body hearing will be convened to deliberate upon the exclusion; the parents, student and the Academy will be expected to attend.

The Principal, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the Academy and governing body.

The governors can either:

- Uphold the permanent exclusion
- Re-instate the student

If the governors uphold the decision to permanently exclude, the parents do have the right to lodge an appeal with the Local Authority. The Local Authority will convene an independent panel to hear the case. The panel can:

- Uphold the permanent exclusion
- Re-instate the student
- Decide that the permanent exclusion was incorrect but the relationship between the school and family has broken down. In this case the student will be offered a new school.

If a student is re-instated the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to the Academy.

## Appendix 2

### *Behaviour Referral System*

#### *Rationale*

- a) A key concept which underpins any successful behavioural system is that teachers must 'own' incidents in their classroom. They may require support in dealing with issues and enforcing sanctions but, as far as possible, the classroom teacher must be involved in the process.
- b) Faculties must have their own internal support structures. These may include pre-agreed strategies such as referral to the Head of Faculty or to another member of the department.
- c) The classroom teacher's first point of contact on behavioural issues is their Head of Faculty, *not* the Head of House. Incidents that need to be referred upwards go in the first instance to the Head of Faculty.
- d) See Behaviour Referral System flowchart below

### Appendix 3

#### *Classroom Management Checklist*

a) ***Shout less***

- Don't rush; keep calm
- Being quiet with students means its hard for them to get angry with you

b) ***We have to teach behaviour***

- Children do not behave well automatically, we have to teach them
- Its best if we all teach them the same thing and reinforce it – ***relentlessly!***
- Learning will need to be reinforced more often for some classes

c) ***Do the opposite of what comes naturally***

- Moving less gives authority

d) ***Deal with early disruptions***

- Ask fewer questions
- Don't give pupils "a platform"
- Instead give clear instructions saying what how want and how you want it – use non-verbal cues wherever possible
- Keep verbal directions and reminders brief eg "Michael you're talking", "Michael you should have stopped writing" rather than *describing* what they are doing "How many times do I have to tell you etc etc"
- Avoid the WHY questions. Instead of "Why have you left your chair out?" say "you've left your chair out" or just simply " chair"
- Use ***positive corrective language*** and THANK YOUs

e) ***Establish Ground Rules***

- Classroom code of conduct + the classroom rules that apply particularly to your subject

f) ***Get the class quiet and establish workable noise level***

- Hand or 54321
- Volume control

g) ***Avoid talking over significant noise***

- Use tactical pausing and scanning

h) ***Have a seating plan***

i) ***Have a 3-4 part lesson plan and structure***

j) ***Have an entry / exit strategy to the room***

- Register at the beginning or during the lesson?
- "Chairs in, shirts in, ties done up"

### **BE RELENTLESS**