




## **Student Conduct Discipline and Exclusion Policy**

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| Signed      |  |
| Position    | Head of School  |
| Date Agreed | 26 <sup>th</sup> January 2024   |
| Next Review | 26 <sup>th</sup> January 2025   |

### **Equality Statement**

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability, or religious belief. We provide a safe, supportive, and welcoming environment.

*Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

**NB: The following policy should be read in conjunction with the *Student Handbook*.**

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# 1. Aim

All students at Centre Academy London (CAL) are expected to uphold the *ethos* of the School at all times: respect for teachers, staff and all members of the School community; respect for the School buildings and property; concern for the welfare of others; civility, courtesy and politeness at all times; honesty and integrity.

Students should bear in mind that behaviour away from School, which we define as 'public behaviour', **must** also be guided by the CAL *ethos*: the School is, of course, affected when an activity is a school-sponsored one or when our students participate in private activities which reflect negatively on the school.

In essence, *we expect all CAL students to be good ambassadors at all times.*

Accordingly, the School reserves the right to address misconduct both *inside* and *outside* the School proper and, in extreme cases, to exclude a student who has failed to uphold the *ethos* of the CAL community. If the School determines that a student's conduct on or away from CAL does not adhere to the fundamentals of appropriate behaviour, the student may be excluded.

# 2. Rewarding Good Behaviour

The school understands that rewards can be more effective than sanctions in motivating pupils/students. CAL is committed to promoting and rewarding good behaviour, and may do so in some of the following ways:

- Stickers, certificates
- Celebration assemblies
- Commendations including the Head of School Award
- House points leading to a House award on a half-termly basis
- Specific Academic Awards
- Trips/Visits additional to those required for the curriculum

CAL recognises that when challenging behaviour is related to a student's difficulty, use of positive discipline and reward methods may enable the school to assist the pupil to manage their own behaviour and to improve their educational achievements.

## 3. Infractions

**\*Please note: the terms suspension and exclusion will be used throughout the rest of this policy the former indicating a fixed period of time and the latter, permanence.**

### 3.1 Drugs

CAL is dedicated to helping each student realise his/her full potential. The use of illegal drugs is antithetical to this goal, seriously threatens a person's psychological and physical health, and ultimately undermines the fabric of the School community.

Our policy with regards to drugs is therefore one of **zero-tolerance**. *Any student found to be using, possessing and/or distributing any illegal or unauthorised drugs, drug-related paraphernalia or other mind-altering substance(s) will be excluded permanently.*

While we may attempt to seek counselling advice for a student who has experienced drug-related difficulties, the School also reserves the right to inform the police or other authority if a situation (including non-drug associated situations) so warrants.

### 3.2 Alcohol

Alcohol is also antithetical to our educational and other objectives. CAL therefore **prohibits the use, possession and/or distribution of all alcoholic beverages**. A student violating any of the above rules will face serious disciplinary action, including suspension (for a fixed period of time) or exclusion.

### 3.3 Smoking

Smoking is dangerous and destructive. It is therefore our policy **not to permit smoking at any time**—on School premises or during off-campus midmorning or lunch breaks. Regardless of his/her age, any student found smoking or in possession of cigarettes or other tobacco products will be subject to suspension or other serious disciplinary response. This includes vaping – any student vaping on the school premises or in possession of vapers or associated paraphernalia in school, will be subject to suspension or other serious disciplinary response.

### 3.4 Vandalism

Vandalism is thoughtless, selfish, and uncivilised. All members of CAL community should be able to use and enjoy all the School's facilities, property,

and equipment without being offended by the maliciousness of others. Defacing (through, for example, graffiti) or destroying the property of the School or, indeed, of other students, will result in both payment for damages and strong disciplinary action—to include suspension or exclusion.

### 3.5 Weapons

Students may not bring to School or to any School-sponsored event knives, sharpened objects, guns or any other implement that could be used as or construed as a weapon.

### 3.6 Theft and Dishonesty

Centre Academy London is a community united in the pursuit of a collective goal: education. Trust is central to the well-being of any community; nothing can undermine a community's trust more quickly than when individual members show a lack of respect for the property of other people. Any student involved in such actions—either within the School or outside of it—may forfeit his/her right to be a member of the CAL community.

Similarly, lying, and other forms of deception may be equally destructive to the *ethos* of the School. Students who engage in this kind of behaviour will be viewed as being out of sympathy with the values of Centre Academy London.

### 3.7 Academic Dishonesty

Any form of academically-related dishonesty, including copying someone else's work and submitting it as one's own, cheating on a test, copying another student's work or homework, or taking material from the Internet without acknowledging the source, is completely against the *ethos* of Centre Academy London. A student involved in such practices may lose course credit and may also be subject to disciplinary action. This includes the use of Artificial Intelligence (AI).

Please note: A student who fails to give credit to external sources of information is guilty of plagiarism, a sophisticated term that means, quite simply, cheating. Plagiarism, whether intentional or not, occurs when a student fails to credit information, ideas or words that are not his/her own. At Centre Academy London, teachers of English, English Skills and other disciplines make it a point to discuss plagiarism with all their students so that no misunderstanding may take place.

### 3.8 Anti-Social Behaviour

We value civility and politeness, for they reflect cardinal tenets within the School's *ethos*, specifically respect and concern for all other people. Behaviour that is at odds with these principles is not to be tolerated, for it undermines the spirit of the School and the morale of the community.

**Profanity, rudeness, insolence, and disobedience have no place at Centre Academy London and will not be tolerated. Students who repeatedly engage in antisocial behaviour may forfeit their right to be part of the School community.**

### 3.9 Bullying

Bullying is an extreme form of anti-social behaviour, for it involves a student imposing his/her will on another student by force or threat. A more subtle but equally offensive kind of bullying involves verbal bullying or banter, that is, attempting to denigrate a student through protracted name calling, teasing or other forms of verbal abuse. Both forms of bullying can cause significant distress to the victim, and neither will be tolerated. (See Anti-Bullying policy)

### 3.10 Respecting Mixed Company

Members of each sex have the right to areas of the School specifically reserved for them; boys are not permitted in areas designated for girls and vice-versa. Centre Academy London recognises its responsibility to parents for guaranteeing individual privacy as appropriate. Students are not to jeopardise this principle.

### 3.11 Public Displays of Affection

The *ethos* of the School requires that students at all times bear in mind the sensitivities of other students and that they therefore should avoid behaviour that in any way causes embarrassment and/or offence to other members of the School community. In this regard, public demonstrations of affection must be considered inappropriate in a school environment and are therefore unacceptable.

## 4. Discipline and Infractions

It should be noted that CAL is fundamentally opposed to the use of physical restraint as fundamental to discipline and infractions. Instead, we advocate and employ *physical intervention*, purely as a preventative measure to ensure a

student's safety. (For additional information please see the school's Behaviour Policy).

As a general practice, Centre Academy London's tendency is to acknowledge a student's various successes and to emphasise rewards. However, infractions of School rules, breaches of discipline or a general sense of a student being out of sympathy with the values of CAL will result in sanctions, as explained below:

#### **4.1 Behaviour Plan**

A student who repeatedly experiences difficulty with adhering to the school rules will be considered for a behaviour plan. The school will contact the parents and explain the process. The Senior Leadership Team (SLT) will consult with all staff and will devise targets for the child/ young person to agree to and the steps the school will take to enable the targets to be met. The plan is then discussed with both the parents and the student, who will then sign to demonstrate their agreement with the plan. These will be reviewed with the Behaviour Lead half termly after consultation with the mentor and teachers. (See Behaviour Policy for further information)

#### **4.2 Loss of Privileges**

All students have the opportunity to earn citations, privileges and the like through conscientious behaviour, appropriate actions, and generally sound school citizenship. These privileges are not, however, a right and require that the student maintain a proper standard of behaviour in all aspects of School life. Specific privileges are, of course, largely determined by the student's age and seniority. Younger students, for example, may have the privilege of having a non-uniform day, having Golden Time, participating in walks or trips or the like. Older students may earn privileges involving lunchtime passes, trips, occasional free periods. Behavioural and/or other infractions may result in the loss of one or more privileges for a period of time.

#### **4.3 Contract**

A student who repeatedly exhibits behavioural lapses or who fails to honour his/her academic and/or social obligations may be placed on a contract. A contract is a written document that specifies the difficulty that the student is experiencing, specifies that the student will henceforth be held responsible for meeting all appropriate obligations pertaining to the difficulty, and indicates what the outcome will be if the student should fail to make appropriate progress. The document is discussed with the parents and the student to ensure that it is achievable. It will then be discussed with and signed by the student and by the Head of School, with a copy forwarded to the student's parents for their signature. A contract will be reviewed by the SLT and student on a fortnightly

basis. (see Behaviour Policy for further information) When behavioural difficulties reach this level the Local Authority will receive notification and we will endeavour to work together with the case worker, and parent/carer to resolve the situation.

#### **4.4 Internal suspension**

We do not keep pupils apart from the rest of the school for any longer than necessary and this would only be caused by their behaviour, for example, if the student's behaviour suggested that their actions would be detrimental to either themselves or others. This would be reported as a behaviour incident and would be reviewed by the Senior Leadership Team. An internal suspension would therefore be used as constructively as possible, with possible interventions from teaching staff or therapists. Students would be allowed to have time to eat, have a lunch time supervised, and to use the toilet.

#### **4.5 Suspension**

CAL reserves this course of action for infractions of a particularly serious nature, particularly when a student's behaviour undermines the learning of other students, interferes with the effective teaching of a class, and involves the repetition of the same behaviour that previously resulted in a student's inschool suspension. In such instances, the student is separated from the school community by being barred from the site for a period of time, usually between two and, for especially serious offences, five days. A student who has been given an out-of-school suspension is expected to work at home and will be given essentially the same assignments that he/she would be addressing during the regular school day. Naturally, anyone serving an outof-school suspension is barred from all extra-curricular activities during the period of the suspension.

Please note repeated out-of-school suspensions will be noted on the student's permanent record and may result in exclusion.

#### **4.6 Exclusion**

CAL reserves the right to dismiss a student permanently for a particularly serious offence (drugs, for example) or when a pattern of misbehaviour indicates that the student is out of sympathy with the goals, values, and *ethos* of the School. (see below)

However, if a student displays specific needs that CAL determines it cannot meet, an emergency annual review meeting with the parents and, if the student is funded by the local authority, the authority will be called to determine if CAL is the appropriate place for the education of that student.



#### 4.7 Repeated Infractions

CAL wishes to be as understanding and as supportive as possible with all students. However, a student guilty of repeated infractions may undermine both teaching and learning; such infractions also waste significant amounts of time and generally are antithetical to the *ethos* of the school.

Accordingly, our policy for infractions is designed to give the transgressor the opportunity to benefit from a warning, but all students must understand that the School will **not** countenance repeated offences. Therefore, we use the following system for repeated infractions:

- First offence: a *warning* from the teacher
- Second offence: a *discussion with the mentor; followed by the Head of School being notified*
- Third Offence: the student meets with the Head of School and may be given an appropriate consequence; for example, repeated failure to submit homework may lead to the missing homework being done during privilege or other periods
- Fourth offence: Student sent to meet with the Head of School; while extenuating circumstances will be taken into consideration, the student may be *sent home*.
- Additional offences may lead to *exclusion*.

When a student is involved in serious infractions the parents will be notified. At this point parents will be requested to meet with the Head of School.

Parents are of course always welcome to come and discuss any (including behavioural) problems with the Head of School.

Please note that the term *infractions* involves a variety of obligations, and while it is not the School's intention to list all of them, it should be understood that the most common involve the following:

- student repeatedly out of uniform; violating dress code.
- student not fulfilling his/her homework responsibility.
- student repeatedly being late, regular high level of absenteeism or missing classes.
- student engaging in anti-social behaviour (as previously discussed).
- student repeatedly disrupting class and interfering with other students learning

Parents are urged to review all of the above with their students, and to be aware that some issues (for instance, uniforms and aspects of the dress code) involve *parental obligations and responsibilities*.

#### 4.8 Exclusion from CAL

For a student unable to adhere to the fundamental behaviour requirements of CAL, the ultimate sanction is Exclusion. It is essential that parents understand that exclusion is not used lightly and, indeed, only in extreme situations when all other options have been expended.

- In this regard, CAL will take all reasonable steps to resolve the problem(s) with respect to misconduct of a child. This includes liaison with the local Authority and parents/carers before considering the use of formal exclusion procedures.
- CAL will inform the Authority at an early stage of any situation or developing problem likely to lead to exclusion. This is intended to give the Authority the opportunity to work with the school and the parent to resolve the problem.
- CAL will provide the Authority with its policy and the procedures for permanent exclusion and will provide the Authority with the appropriate document.
- In the event of a proposed permanent exclusion, CAL will notify the parents/carers and the Authority by telephone immediately
- CAL will provide written confirmation within 3 working days with a full explanation of the reasons for the actions taken by the school.
- Permanent exclusion of a child will not be confirmed until both the Authority and the parents have been given an opportunity to attend a meeting with the Head of School to discuss the matter within 15 working days; at CAL, only the Head of School has the power to exclude a child permanently.
- CAL will take a further 5 working days to consider the representations by the Authority and the parents and then to determine whether the exclusion should be upheld.
- Exclusion is deemed permanent upon expiry of the 20-day period (15 days plus 5 days) referred to above. During this period, CAL can consider representations and determine whether the exclusion should be upheld, unless before expiry of that period CAL shall notify the Authority that exclusion is not upheld.

As an independent school, CAL believes that it has an obligation to the parents and that following the process noted above, they still have the opportunity to appeal against the decision to the proprietor of CAL.

- Within one week of their receipt of the final exclusion decision, parents may request a meeting with the Head of School.
- If such a meeting does not satisfy the parents, they may write directly to the Proprietor, in which they would set out the circumstances of the exclusion, their explanation why the decision was unsatisfactory and the reasons why they believe that the exclusion was not justified.

- Contact details for the Proprietor, see pg. 8
- The Proprietor's decision is, however, final.

#### **4.9 Serious Offences and Exclusion**

Serious offenses are those that have a major impact on an individual student or others in the school, including faculty and staff members. Racism, swearing or other offensive use of language, undermining the teacher in the classroom or making it impossible for other students to learn are all examples of serious offences. All serious offenses could result in exclusion.

Examples of Serious Offenses include (but are not limited to):

- theft
- significant vandalism
- sexual abuse, assault or related activity
- illegal drugs; smoking
- extreme/persistent violence
- all forms of bullying, harassment
- any behaviour that puts the safeguarding of our students in jeopardy for example breaching our filtering systems in school by using a VPN
- absconding (repeated or when it endangers the absconder or others)
- persistent racism
- persistent misbehaviour when normal disciplinary measures have failed

#### **4.10 Procedure to be Followed**

*Note: All instances of exclusion will be treated in the strictest confidence—need-to-know basis—and will not be discussed outside of CAL.*

If CAL begins an investigation which may lead to exclusion, parents will be so advised by the Head of School as soon as possible. It is essential to understand that we view exclusion as the last resort; we will normally attempt to try alternative solutions. This will entail a telephone call followed by a letter to the parents, as referred to previously, and, whenever possible, within one full day. The letter will include the following information:

- the nature of the offence and the result(s) of the investigation to date
- a statement that the sanction of a fixed term or permanent exclusion may be imposed --the parents' right to state their case to the Head of School; if this is not appropriate or satisfactory, the case may be stated to Governance
- the parents' right to see their student's school record; the Head of School must comply with this request within 10 school days

We believe that exclusion cases should be promptly addressed. The school will always look for reasonable adjustments to accommodate a student's needs and to avoid the necessity of exclusion; however, we are aware that exclusion may be justified if there is a material and substantial reason for its imposition.

#### **4.11 Appealing the Decision**

If parents wish to appeal the exclusion, they should do so by writing to the Head of School within 10 working days of their written receipt of the exclusion decision. They will subsequently be invited to the school to discuss the situation that prompted the exclusion with the Head of School. If this does not satisfy the parents, they will be invited to write directly to the Proprietor, setting out the circumstances of the exclusion, their explanation why the subsequent discussion with the Head was unsatisfactory and the reasons why they believe that the exclusion was not justified.

#### **Contact details for the Proprietor.**

Mr Rohan Murphy, Sherwood, Loudwater Lane, Rickmansworth,  
Herts, WD3 4HQ  
Tel: 07793 563 281

## **5. Policy links**

This policy links to:

- Student Behaviour Policy & Statement of Behaviour Principles
- Child Protection and Safeguarding Policy
- Complaints Policy
- Online Safety Policy
- Student Handbook
- Anti-Bullying Policy