



# Leonardo da Vinci Academy

## Positive Behaviour Policy

At Leonardo da Vinci Academy we believe that good behaviour is an essential condition for effective teaching and learning to take place. Pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. It is the responsibility of all members of the school community to work together to achieve this goal.

Leonardo da Vinci Academy aims to create a climate in which it's pupils can become aware of themselves as valued, autonomous and responsible individuals.

### Behaviour Principles

The school behaviour policy is directed by behaviour principles approved by the Board of Governors. Every member of the school community should strive to uphold them wherever possible.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### Good behaviour in school means that everyone is

- Kind
- Polite
- Friendly
- Helpful
- Respectful
- Tolerant
- Hard working
- Careful
- Responsible



### Staff who work with students will:

- Help them develop into caring and thoughtful people who respect and value feelings, opinions, beliefs, property and differences.
- Encourage the value of good behaviour.
- Develop their self-esteem.
- Develop their self-discipline.
- Help them to co-operate.
- Create a positive and stimulating learning environment.
- Work with each other to ensure that the students develop socially, personally, academically and morally in preparation for a positive role in society.

### Objectives for good behaviour

#### We support positive behaviour in a positive environment through:

- A consistent approach throughout the whole school both in and out of the classroom
- Whole school planning for personal, social, health and emotional education (PSHEE)
- Acknowledging and following agreed behaviour practices
- Encouraging the students to be part of a whole school team and become responsible members within it
- Encouraging respect and care for all belongings
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences
- Offering a broad and balanced curriculum that is well prepared and appropriate to the needs of the students

#### Staff can achieve this through

- Firmly and consistently applying policies to promote positive behaviour
- Being effective role models, showing good manners and setting a good example
- Practicing good behaviour towards everyone
- Teaching appropriate behaviour and being prepared to give positive feedback when it is seen
- Showing respect towards each individual student
- Not accepting bullying or any other anti-social behaviour
- Being fair and consistent
- Responding quietly, calmly, positively, politely and consistently within all situations
- Listening to student concerns
- Handling confidential information sensitively
- Avoidance of labelling students as 'naughty' or 'bad'



## School Rules

As part of Leonardo da Vinci's student leadership ethos, the following school rules have been designed and adopted by the students.

- We will respect our classmates, teachers, ourselves, and the school building.
- We do not tolerate bullying of any kind.
- We will speak English as much as possible so that we improve our language skills.
- We will aim to complete all of our work on time and we will be punctual to classes.
- We will support each other and help each other to learn, showing kindness to others while trying to help those in need.
- We will keep our hands and objects to ourselves.
- We will use technology appropriately to complement our studies.
- We will clean up after ourselves as well as sanitize our hands and our workspaces.
- We are not afraid to ask for help if we do not understand something.
- We will raise our hands when we wish to speak and go to the toilet.
- We do not accept the presence of weapons, cigarettes, drugs, or alcohol in the school.

## Rewarding good behaviour

Teachers may reward good behaviour in different ways in an informal or formal basis. We wish to encourage positive behaviour to have value and meaning, being motivated by intrinsic factors, not external rewards.

Informal rewards may include

- Individual praise
- Sharing good work with others in the community

Formal Rewards may include

- A letter or email to parents
- A high behaviour grade in school reports

## Consequences of breaking a rule

On occasion students may break school rules, these should be handled as follows

### Level 1

#### Informal

The teacher should inform the student of the negative behaviour and ask them to modify their behaviour



## Level 2

### **Restorative behaviour meeting**

The class teacher may request to meet the student after the lesson and discuss the impact the observed behaviour has had on the class. The teacher may ask the student to carry out an activity such as completing work missed, a project related the disturbed class, or a letter of apology.

## Level 3

### **Letter to Parents**

A letter may be sent home to parents informing them of the negative behaviour observed, requesting their support in restating the school's expectations. The Principal must be informed.

## Level 4

### **Formal meeting with student and parent**

The Parent, student and Principal meet to discuss the incidents which have led to this. The meeting should be student focused and both parties taking the time to listen to the student.

## Level 5

### **Formal Behaviour Plan**

The Principal, along with the parent and student meet to discuss a formal behaviour plan. This plan must be student focused and have a number of clear, measurable objectives recorded by the student.