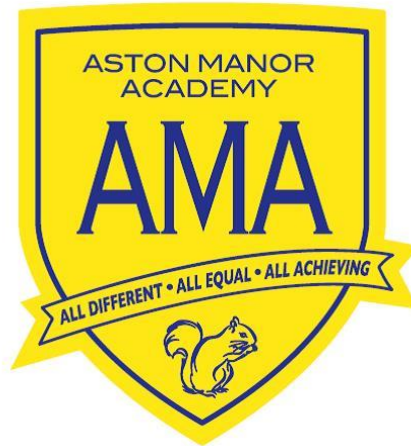


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

BEHAVIOUR AND PUPIL DISCIPLINE POLICY

Review Date: July 2019
To be Reviewed: July 2021
Agreed: Raising Standards Board
Policy Lead: Headteachers

Equitas Academies Trust

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BEHAVIOUR AND PUPIL DISCIPLINE POLICY

1. OVERVIEW

Equitas Academies Trust believes that it is important to create an environment in which staff can teach and children can learn. It is based on the clear values of respect, fairness and inclusion. The Trust values good behaviour and seeks to create systems which will minimise and appropriately address all forms of unacceptable behaviour.

2. AIMS

To improve the way in which the Trust community works together to solve problems and to strengthen the partnership between home and school.

- To encourage a caring and orderly environment.
- To encourage a sense of responsibility and self-discipline in every child.
- To encourage the right attitude to learning in order to maximise learning.

Good behaviour is essential so that the orderly environment for teaching and learning can exist.

All children have the following basic rights; To be taught and learn without distraction or disruption, to have respect and fair treatment (this includes their property as well as themselves) and to feel safe at school.

The Trust staff and children have the right to:

- Be treated with dignity and respect.
- Be listened to.
- Be able to explain their feelings.
- Be treated politely.
- Receive recognition for their achievements.

In having such rights, it is important that all members of the Trust community are responsible in being kind, caring, sharing, not hurting another by what they do or what they say.

In fulfilling our rights and responsibilities there are expectations made of the Trust, Parents and Children.

3. EXPECTATIONS

Our expectations at Equitas Academies Trust are:

- Respect each child as an individual.
- Provide a safe school environment.
- Provide a full, balanced and appropriate curriculum.
- Educate each child to fulfil his/her potential. Set regular and relevant homework and ensure that it is marked.
- Provide information about pupil progress and offer regular meetings with parents.
- Ensure that children are prepared and entered for appropriate examinations and national tests provided.

Our expectations of the parents are to:

- Encourage a positive attitude to Academy life and a high standard of behaviour, in accordance with this policy.
- Ensure their son/daughter attends regularly and punctually, with appropriate uniform and equipment.
- Have due regard for the Home-School Agreement.
- Ensure that the Academy is notified of any absence by telephone and that this is confirmed in writing when the student returns.
- To monitor progress, attitude and behaviour in conjunction with the Trust.
- To inform the relevant Academy about any issues or concerns that might affect performance at school.

Our expectations of the children are to:

- Work to their full potential.
- Be polite and co-operative at all times.
- Complete and submit homework and other assignments on time.
- Dress in the appropriate uniform.
- Attend regularly and punctually.
- Treat all facilities and equipment carefully and with respect.
- Move about the Academy in an orderly and quiet manner.
- Treat all members of their Academy community with respect.
- Behave in accordance with this policy.
- Adhere to drugs, weapons, alcohol and smoking being strictly forbidden within the Trust.

3.1 Rewarding positive behaviour

It is important to acknowledge good achievement, positive behaviour and regular attendance.

All staff are expected to praise children with frequent use of encouraging language in lessons and around the Academy so that positive behaviour and regular attendance is recognised.

Rewards are given to children for achievement and/or effort in the curriculum, in behaviour and in acts of citizenship for the whole Academy.

On achieving certain levels of rewards, children receive a certificate presented in assembly.

Rewards can be used to allow children to participate in visits and to receive additional privileges or they can be cashed in for various items.

Successes, whether achieved within the Academy or out, will be recognised in assemblies and with parents.

Display is an important way in which the Trust recognises success. Displays of work are used to encourage children who have made real effort. Commendation and Year / Class notice boards, in various areas of each Academy, celebrate children' successes in a number of disciplines.

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Prizes are awarded at the end of each year. Prizes for attainment, attendance, effort and service to the specific Academy are awarded, as well as subject specific prizes.

The Newsletter for each Academy, published termly, includes reports of positive achievements throughout the specific Academy.

Efforts are made to create a climate where praise and encouragement outweighs sanctions and punishments.

4. USE OF DISCIPLINARY SANCTIONS

The Education and Inspections Act (EIA) 2006 confirms and clarifies the right of the Trust to impose disciplinary sanctions on a student when their conduct falls below the standard which could be reasonably expected of them. These sanctions aim to make clear the boundaries of acceptable behaviour to the student and the wider community.

As per Department for Education guidance, the Headteacher will consider actions that contravene acceptable behaviour outside school and outside school hours, where there is a clear link between that behaviour and maintaining behaviour within school.

Effective sanctions are designed to promote positive behaviour and attendance. At all times it should be made clear to the student that it is his/her behaviour that is unacceptable, not the person. Escalation to severe sanctions at an early stage should be avoided; these should be reserved for the most serious or persistent behaviour.

Unacceptable behaviour or poor attitude could result in one of the following sanctions:

- Spoken rebuke.
- Loss of privilege or free time (lunch time or after school detention).
- Being placed on report.
- Letter sent home.
- Discussion between parents, pupil and members of staff.
- Withdrawal from normal lessons.
- Reprimand from a senior member of staff.
- Withdrawal from outside agencies
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum.
- Detention.
- A fixed term exclusion.
- A permanent exclusion.

The sanction of exclusion can only be applied by each Academy Headteacher or the Executive Director.

5. DETENTION

The Trust will give at least 24 hours written notice of an after-school detention. Although not an exhaustive list the following behaviours are inconsistent with the expectations of the Trust:

- Lack of punctuality.
- Truancy.
- Refusal to work.

- Disobedience to staff.
- Disrespect for property.
- Malicious damage.
- Theft.
- Bullying.
- Violence.
- Physical, verbal, racist abuse.
- The introduction or use of tobacco, alcohol or illicit drugs.
- The introduction of knives or other dangerous implements.

Detentions may on occasion take place on the same day with verbal consent given by parents. This is in line with our punctuality policy.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week, then the main residence will be determined as the address where the child lives the majority of the week. Parents may be requested to supply documentary evidence to support the address used.

6. FIXED TERM AND PERMANENT EXCLUSIONS

6.1 Fixed Term Exclusion

Each Academy Headteacher and/or the Executive Director will take the decision to exclude a pupil in response to a serious breach of this policy or if in allowing the student to remain within the Academy it would seriously harm the education or welfare of the student or others within the specific Academy.

The Trust follows all the statutory legislation and the guidance issued in connection with the use of exclusions.

The Trust must provide full time education from the 6th day of a fixed period exclusion. The provision may be off site.

The Trust will inform parents of their responsibility to ensure that their child is not in a public place in school hours during the first 5 days of a fixed period exclusion.

6.2 Permanent exclusion

Permanent exclusion is not a decision that is taken lightly. It is a serious decision and will normally be the final step in a process for dealing with breaches of discipline. The Trust will seek to use a range of strategies to manage indiscipline. However, there are exceptional circumstances where, the Headteacher of each Academy and/or the Executive Director may decide that it is appropriate to permanently exclude a student for a first or 'one off' offence. Such circumstances might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon
- Criminal acts against the school including cyber-crime and arson

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Serious offences affect the discipline and well-being of the Trust community and in cases where the Headteacher has permanently excluded a pupil for:

- One of the above offences; or
- Persistent and defiant misbehaviour including bullying (which include racist or homophobic bullying) or repeated possession and / or use of an illegal drug on Trust premises.
- Possession of a weapon

The Secretary of State would not normally expect the Trust board or an Independent Appeal panel to reinstate the student. The Secretary of State's guidance also states that in exceptional cases – usually where further evidence has come to light – a fixed period exclusion may be extended or converted to a permanent exclusion. In such cases the Headteacher of the Academy and/or the Executive Director must write again to the parents explaining the reasons for the change. The Headteacher of the Academy and/or the Executive Director may choose to withdraw an exclusion that has not yet been reviewed by the Discipline Committee.

N.B Equitas Academies Trust has a zero-tolerance policy to weapons or anything that could be construed as a weapon in school.

7. USING REASONABLE FORCE

In normal circumstances a pupil will not be restrained or forcibly removed from a situation unless they are in danger of hurting themselves or others around them. There may be certain circumstances where force will be used; these will include but not be limited to the removal of a student from a classroom or physically separating students that are found fighting.

The Trust will make reasonable adjustments for disabled children and children with special educational needs (SEN).

Reviewed bi-annually: date of next review: July 2021