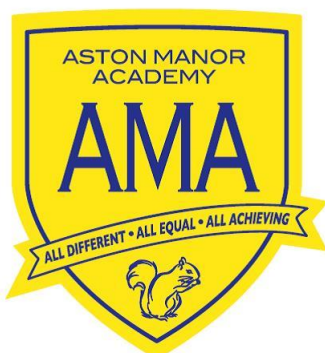


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

BEHAVIOUR AND PUPIL DISCIPLINE POLICY

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

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BEHAVIOUR AND PUPIL DISCIPLINE POLICY

1. OVERVIEW

- 1.1 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

- 2.1 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.
- 2.2 Good behaviour is essential so that the orderly environment for teaching and learning can exist.
- 2.3 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.
- 2.4 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.
- 2.5 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.
- 2.6 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.

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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

- 3.1.1 It is important to acknowledge good achievement, positive behaviour and regular attendance.
- 3.1.2 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.
- 3.1.3 Rewards are given to children for achievement and/or effort in the curriculum, in behaviour and in acts of citizenship for the whole Academy.
- 3.1.4 On achieving certain levels of rewards, children receive a certificate presented in assembly.
- 3.1.5 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.
- 3.1.6 Successes, whether achieved within the Academy or out, will be recognised in assemblies and with parents.
- 3.1.7 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.
- 3.1.8 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.

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

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

4. USE OF DISCIPLINARY SANCTIONS

4.1 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.

4.2 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.

4.3 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.

4.4 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.

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

5. DETENTION

5.1 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.

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

5.3 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

6.1.1 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.

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

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

6.1.4 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

6.2.1 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

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

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- 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

6.2.3 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

7.1 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.

7.2 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

Chilwell Croft Academy
Addendum: COVID-19 School Behaviour Policy
1st June 2020

This addendum to the Behaviour Policy of Chilwell Croft Academy is for use during the arrangements for education of children in school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the existing Behaviour Policy and Anti-Bullying Policy.

Purpose.

On Thursday 14th May, 2020, the Department for Education published updated guidance for Preparing for the wider opening of schools from 1 June.

<https://www.gov.uk/government/publications/preparing-forthe-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviourprinciples>

This addendum of Chilwell Croft Academy's Behaviour Policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required (Coronavirus (COVID-19): guidance and support).

Pupil Code of Conduct

Pupils are expected to:

- Be escorted through the Summer Lane gates with **one** parent and line up on the 2 metre lines spaced out from the hall corridor.
- Adhere to the following timings to ensure safe arrival and departure to and from school:

Class	Arrival time	Collection time	Location
Year Reception	9:30am	2:30pm	Playground
Year 1	9:15am	2:45pm	Playground
Year 6	8:45am	3:00pm	Playground
Butterflies Group	9:00am	3:15pm	Playground

- Come in one at a time where a register and temperature will be taken (to ensure you child is well enough to attend). Your child will be taken to their classroom and parents will proceed straight through the hall corridor and out of the main gate – creating a one-way system.
- Attend in regular school uniform as usual.
- Wash their hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds before and after breaks and lunchtimes with soap and water, hand sanitiser bottles are also available within every classroom.
- There will only be one child admitted to use a toilet area at a time.
- Keep a safe distance from other pupils and staff and refrain from physical contact with their peers/staff.
- We appreciate that children may find socially distancing quite difficult. We will be clear and supportive with them; however, we need you to really emphasise to your children the importance of this. Where we think a child is repeatedly and intentionally not

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conforming to these procedures, they will be sent home and only re-admitted when we are convinced that they will follow these school rules.

- Maintain healthy practice when coughing or sneezing - The main principal is to 'Catch it, Bin it, Kill it': cover any cough or sneeze with a tissue, then throw the tissue in a bin. Wash hands often with soap and water for at least 20 seconds and avoid touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

Social Distancing Rules

All pupils MUST follow the school's expectations on social grouping in lessons AND during lunch and break times.

Pupils must:

- Only socialise with their own group to ensure that the contact they have is with a limited number of children and that the group remains constant.
- Follow school guidelines on designated play areas, lunchtimes, enrichment areas, and teaching areas.
- Understand where their designated areas are during break and lunch and follow the expectations set out by staff on duty.

Moving Around the School

When moving around the school pupils MUST follow teacher direction and should take notice of social distancing rules.

Pupils must:

- Enter and leave classroom in the order set out by their classroom teacher to allow for social distancing.
- Follow signage for direction of travel around the school.
- Enter and leave buildings at the designated entry and exit points to maintain social distancing.

Sanctions for unsafe behaviour during the partial closure (including pupils who are deliberately not following instructions for social distancing)

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- All appropriate behaviour management strategies will be used (see current behaviour policy) including pupil working in isolation. However, once these have been exhausted, contact will be made with pupil's parent/carer and further action taken.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to

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collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

- School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school.
- Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience, e.g. SATS, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of reengagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.
- As a result of these varied experiences children may present with behaviour that is not usual, this may include;
 - Anxiety; lack of confidence
 - Challenging behaviour; fight or flight response
 - Anger; shouting, crying
 - Hyperactivity and difficulties maintaining attention
- For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.
- School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. Where necessary the school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.
- Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary, school will seek external support from other agencies such as Educational Psychologists or Early Help.
- The Head Teacher and Trust Board must have regard to the SEND Code of Practice and the Equality Act.

Chilwell Croft Academy will always take into account, offer additional support and make reasonable adjustments with regard to children with special educational needs, disability and those children who are vulnerable when implementing the Positive Behaviour Policy.



CHILWELL CROFT ACADEMY

All Different, All Equal, All Achieving