

EQUITAS ACADEMIES TRUST



EQUITAS
— ACADEMIES TRUST —

Behaviour and Pupil Discipline Policy

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Agreed: Raising Standards Board

Policy Lead: Headteachers

BEHAVIOUR AND PUPIL DISCIPLINE POLICY

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1. INTRODUCTION

- 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 whilst actively rewarding and promoting good behaviour. We expect our students to embody the ethos of 'All Different, All Equal, All Achieving', which is at the heart of Equitas Academies Trust.

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.
- (a) To encourage a caring and orderly environment.
 - (b) To encourage a sense of responsibility and self-discipline in every child.
 - (c) To encourage the right attitude to learning in order to maximise learning.
 - (d) To encourage students to show respect to all members of society, regardless of any difference.
- 2.2 Good behaviour is essential to ensure that an orderly environment for teaching and learning can exist.
- All children have the following basic rights:
- (a) To be taught and learn without distraction or disruption
 - (b) to have respect for themselves and others and for their property and that of others
 - (c) to be treated fairly; and
 - (d) to feel safe at school.
- 2.3 The Trust staff and children have the right to:
- (a) Be treated with dignity and respect.
 - (b) Be listened to.
 - (c) Be able to explain their feelings.
 - (d) Be treated politely.
 - (e) Receive recognition for their achievements.
- 2.4 In having such rights, it is important that all members of the Trust community are responsible, kind, caring, sharing, and do not hurt another by what they do or what they say.
- 2.5 All members of the Trust community, including parents/carers, have a role to play in fulfilling these rights and responsibilities

3. EXPECTATIONS

3.1 Teachers are expected to:

- (a) respect each child as an individual.
- (b) provide a safe school environment.
- (c) provide a full, balanced and appropriate curriculum.
- (d) educate each child to fulfil his/her potential.
- (e) set regular and relevant homework and ensure that it is marked.
- (f) provide information about pupil progress and offer regular meetings with parents.
- (g) ensure that children are prepared and entered for appropriate examinations and national tests provided.

3.2 Parents are expected to:

- (a) encourage a positive attitude to school and a high standard of behaviour, in accordance with this policy.
- (b) ensure their son/daughter attends regularly and punctually, with appropriate uniform and equipment.
- (c) have due regard for the Home-School Agreement.
- (d) ensure that the school is notified of any absence by telephone or by email.
- (e) monitor progress, attitude and behaviour in conjunction with the Trust.
- (f) inform the relevant school of any issues or concerns that might affect their child's performance at school.

3.3 Pupils are expected to:

- (a) work to their full potential.
- (b) be polite and co-operative at all times.
- (c) complete and submit homework and other assignments on time.
- (d) dress in the appropriate uniform.
- (e) attend regularly and punctually.
- (f) treat all facilities and equipment carefully and with respect.
- (g) move about the school in an orderly and quiet manner.
- (h) treat all members of their school community with respect.
- (i) behave in accordance with this policy.
- (j) ensure they adhere to the Trust policy on drugs, weapons, alcohol and smoking/vaping

Rewarding Positive Behaviour

- 3.4 It is important to acknowledge good achievement, positive behaviour and regular attendance.
- 3.5 All staff are expected to praise children with frequent use of encouraging language in lessons and around school so that positive behaviour and regular attendance is recognised.
- 3.6 Rewards are given to children for achievement and/or effort in the curriculum, in behaviour and in acts of citizenship for the whole school.
- 3.7 On achieving certain levels of rewards, children receive a certificate/badge presented in assembly. Different rewards may exist within each school in the Trust.
- 3.8 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.
- 3.9 Successes, whether achieved within or outside school, will be recognised in assemblies and with parents.
- 3.10 Displays are an important way in which the schools recognise success. Displays of work are used to encourage children who have made a real effort. Commendation and Year / Class notice boards, in various areas of each school, celebrate children's successes in a number of disciplines.
- 3.11 Prizes are awarded at the end of each year. Prizes for attainment, attendance, effort and service to the specific school are awarded, as well as subject specific prizes.
- 3.12 The Newsletter for Aston Manor Academy, published termly and for Chilwell Croft Academy published weekly, includes reports of positive achievements throughout that school.
- 3.13 Efforts are made to create a climate where praise and encouragement outweigh sanctions and punishments.

4. USE OF DISCIPLINARY SANCTIONS

- 4.1 The Education and Inspections Act (EIA) 2006 confirms and clarifies the right of schools to impose disciplinary sanctions on a pupil 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 pupils 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 pupil 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:
 - (a) Spoken rebuke.
 - (b) Loss of privilege or free time (lunch time or after school detention).

- (c) Being placed on report.
- (d) Letter sent home.
- (e) Discussion between parents, pupil and members of staff.
- (f) Withdrawal from normal lessons.
- (g) Reprimand from a senior member of staff.
- (h) Withdrawal from outside agencies
- (i) Withholding participation in a school trip or sports event that is not an essential part of the curriculum.
- (j) Detention.
- (k) A fixed term suspension. .
 - Meeting with Academy trustee
- Fixed term off site direction (OSD)
- (l) A permanent exclusion.

4.5 Only the Headteacher, or, in their absence, the Deputy Headteacher, may exclude a pupil.

5. DETENTION

5.1 The school will notify parents of any after-school detention. Although not an exhaustive list the following behaviours are inconsistent with the expectations of the Trust:

- (a) Lack of punctuality.
- (b) Truancy.
- (c) Refusal to work.
- (d) Disobedience to staff.
- (e) Disrespect for property.
- (f) Malicious damage.
- (g) Theft.
- (h) Bullying.
- (i) Violence.
- (j) Physical, verbal, racist abuse.
- (k) The introduction or use of tobacco, vapes, alcohol or illicit drugs or illegal substances
- (l) The introduction of knives or other dangerous implements.

5.2 Detentions may on occasion take place on the same day. This is in line with our punctuality policy.

6. EXCLUSION AND SUSPENSION

Suspension

- 6.1 Each Academy Headteacher and/or the CEO, or, in their absence, the Acting Headteacher (An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence or pending the appointment of a headteacher. This will not necessarily be the deputy headteacher), will take the decision to suspend a pupil in response to a serious breach of this policy or, if in allowing the pupil to remain within the school, would seriously harm the education or welfare of the student or others within the specific Academy.
- 6.2 The Trust follows all statutory legislation, and the guidance issued in connection with the use of exclusions and suspensions.
- 6.3 The Trust must provide full time education from the 6th day of a fixed period suspension. The provision may be off site.
- 6.4 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 suspension.

Permanent Exclusion

- 6.5 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 CEO, or, in their absence, the Deputy Headteacher, may decide that it is appropriate to permanently exclude a student for a first or 'one off' offence.
- 6.6 Such circumstances might include:
- (a) Serious actual or threatened violence against another pupil or a member of staff.
 - (b) Sexual abuse or assault.
 - (c) Supplying an illegal drug.
 - (d) Carrying an offensive weapon
 - (e) Criminal acts against the school including cyber-crime and arson
- 6.7 Serious offences affect the discipline and well-being of the Trust community and in cases where the Headteacher has permanently excluded a pupil for:
- (a) One of the above offences; or
 - (b) 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; or
 - (c) 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 suspension may be extended or may lead to a permanent exclusion. In such cases the Headteacher of the Academy and/or the CEO must write again to the parents explaining the reasons for the

change. The Headteacher of the Academy and/or the CEO may choose to withdraw an exclusion that has not yet been reviewed by the Discipline Committee.

- 6.8 **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).

8. REVIEW OF POLICY

- 8.1 This policy will be reviewed by the Headteachers biannually. At every review, the policy will be shared with the Trust board.