




# Behaviour and Discipline Policy

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**November 2017**

<b>Signed (Chair of Local Governing Body):</b>	
<b>Date:</b>	<b>November 2017</b>
<b>Date of Review:</b>	November 2018

*The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **1 Aims and Expectations**

- 1.1** We believe that we promote good behaviour by creating a happy and caring school environment where everyone within the Arbor Academy Trust feels valued and respected, and that each person is treated fairly and well. We are a caring community of schools whose values are built on mutual trust and respect for all. The Trust's behaviour policy is therefore designed to promote an environment where everyone feels happy, safe and secure.
- 1.2** The Trust has a number of school rules but the Behaviour Policy is not a system to enforce these. The primary aim of this policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3** The Trust expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.4** The Trust rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and Punishments**

- 2.1** Good behaviour is celebrated in weekly achievement assemblies. Good work is recognised by teachers, and pupils have the opportunity to show good work to phase managers, the Executive Principal, Heads of Schools and Deputy Head Teachers.
- 2.3** The schools employ a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until they calm down and are in a position to work sensibly again with others. The child will then meet with the phase manager to discuss possible solutions. If the behaviour persists the child will meet with the Head of school or one of the Deputy Heads. If appropriate, parents will be informed. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the Trust knows the standard of behaviour that we expect in our schools. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 2.5** The Trust does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children if a child is in danger of hurting him/herself or others. The actions that we take are in line with Government guidelines on the restraint of children.

### **3 The Role of the Class Teacher**

- 3.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. The class teachers in our Trust schools have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.2** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.3** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Executive Principal and Heads of Schools.
- 3.4** The class teacher, with the support from the SENCO, liaises with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA behaviour support service.
- 3.5** The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **4 The Role of the Senior Management Team (SMT)**

- 4.1** It is the responsibility of the Executive Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Heads of Schools to ensure the health, safety and welfare of all children in the school.
- 4.2** The SMT support the staff by implementing the policy by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- 4.3** The SMT keep records of all reported serious incidents of misbehaviour.
- 4.4** The Executive Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **5 The Role of Parents**

- 5.1** The Trust works collaboratively with parents so children receive consistent messages about how to behave at home and at school.
- 5.2** We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.3** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Executive Principal, Heads of Schools or Deputy Head Teachers. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

### **6 The Role of Governors**

- 6.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Governors support the Executive Principal in carrying out these guidelines. The Executive Principal has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice

to the Heads of Schools about particular disciplinary issues. The Executive Principal must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and Permanent Exclusions**

- 7.1** Only the Executive Principal has the power to exclude a pupil from school. The Executive Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Principal may also exclude a pupil permanently. It is also possible for the Executive Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2** If the Executive Principal excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- 7.3** The Executive Principal informs the LEA and the Governing Body about any permanent and/or fixed-term exclusions beyond five days in any one term.
- 7.4** The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Principal. The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.
- 7.5** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, any representation by parents and the LEA and whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Executive Principal must comply with this ruling.

## **8 Monitoring and Review**

- 8.1** The Executive Principal monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.
- 8.2** The Trust keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The phase manager, Deputy Head Teachers, Heads of Schools and Executive Principal records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtime when lunchtime supervisors give written details of any incident in the incidents book that is kept in the staff room.
- 8.3** The Executive Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4** It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.