

Behaviour and Discipline Policy



Civitas Academy

Introduction

Civitas Academy aims to provide a happy, secure and stimulating environment for all its pupils, staff and visitors. It is essential that everyone associated with the school understands and upholds common standards of behaviour. This policy sets out what those standards are, how we seek to encourage positive behaviour and how we manage unacceptable behaviour.

Aims

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the emotional, social and learning needs of individuals are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower pupils so that they are able to self-manage their behaviour;
- Praise and reward good work, behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour;
- Be aware that discipline in schools must respect children's human dignity (Article 28)

Ethos

Civitas Academy is committing to becoming a UNICEF Rights Respecting Schools. Rights respecting is, therefore, the key principle that underpins our policy for promoting positive behaviour. In consultation with the children, the school has developed a policy which aims to encourage children to work and play together to maintain this ethos.

We promote an awareness of everybody's individual needs and aim for everybody to be valued in a community. Each child is aware of their rights and responsibilities and will have helped to produce their Class and Playtime Charters.

We expect good behaviour to be modelled by all adults and we expect everyone to take pride in their school, their class, their work, their environment and their relationships.

We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.

We celebrate and praise children's achievement and success.

We value parental support in working collaboratively to find solutions to behaviour management issues.

Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in the school.

PSHE – Personal, Social and Health Education and SEAL – Social and Emotional Aspects to Learning are used to promote positive behaviours

Teaching and Learning

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities, planned for explicitly and embedded into Academy life. The strategies we use include:

- Providing a learning environment that is tidy and well ordered;
- Providing stimulating lessons, matched to prior attainment, which capture the interests of the pupils (Quality First Teaching)
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work in silence, independently;
- Planning pro-actively for smooth transition times in class, around school and in the playground;
- Adopting and developing a range of strategies such as singing to inspire joy, teamwork, unity and focus;
- Building a team identity and incorporating team building activities into the curriculum.

Civitas Academy Charters

The following principles will inform our charters:

- RESPECT EACH OTHER'S DIFFERENCES
- RESPECT THAT EVERYONE COMES TO SCHOOL TO LEARN
- RESPECT EACH OTHER'S SAFETY
- RESPECT THE ADULTS IN THE SCHOOL
- RESPECT THE SCHOOL ENVIRONMENT

Our Class Charters are discussed and agreed by pupils at the start of each year. They are then displayed in the classroom and on the website. The Lunchtime and Playground Charters are also discussed and understood. These Charters include the rights and responsibilities of everyone in the school.

APPROPRIATE BEHAVIOUR – what we do:

- Use reward, praise and encouragement at every opportunity to foster self-esteem and motivation;
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures;
- Provide a role model of calm, self-management in all relationships with children, parents and other staff;
- Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to support this;
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils;
- Employ rewards and sanctions in a fair and consistent way;
- Exercise positive handling (restraint) of a child only in strict accordance with Civitas Academy Positive Handling Policy;
- Communicate pro-actively with parents and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

INAPPROPRIATE BEHAVIOUR – what we do:

- Give time for a child to engage so that contrition and a change in behaviour is genuinely appropriated (e.g. ask for an apology only when the child is able to respond);
- State clearly what the inappropriate behaviour is and how to correct it;
- Discuss problems/reprimand pupils in a private space away from others;
- Use positive directives telling children what to do, rather than what not to do;
- Keep the focus on the primary behaviour. Any form of confrontation or argument MUST be avoided;
- Sarcasm, humiliation and put-downs are never acceptable;
- Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome;
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. Where possible they should be immediate, although on occasions it may be necessary to defer;

- Allow the consequences to do the teaching – avoid oppressive talk;
- Wherever possible, give the child a chance to right the wrong e.g. apologise;
- Always re-establish relationships after correction.

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of intervention programmes such as social skills, anger management, mentoring and behaviour plans.

What we expect of each other

What children can expect of staff

We believe that excellent teaching and learning promotes positive behaviour. Civitas Academy Teaching and Learning Policy defines the standard of teaching and learning expected in our school. As well as providing consistently high standards of teaching and learning experiences, children can expect staff to:

- Devise a Class Charter (in partnership with the class), which focuses on their Rights and Responsibilities, so that a positive working and learning environment can be established and maintained;
- Be aware of the social, emotional and learning needs of the children in the school;
- Treat them fairly and consistently when they have broken the rules or charter agreements. They will be listened to and expected to explain their actions.
- Ensure classrooms and playgrounds are positive, stimulating environments;
- Praise and reward good work, behaviour and attitudes, both in the classroom and around the school;
- Use Circle Time to develop self-reflection and self-esteem;
- Take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Bullying is abusive behaviour which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying. Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated – see Civitas Academy Anti-Bullying Policy.

What adults can expect of children

All children are expected to:

- Treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children;
- Follow the Charters and behave appropriately;
- Know that sanctions are in place if rules are broken at any time during the school day;
- Listen to each other and to all the adults in the school and respect each other's feelings;
- Attend every day, arrive on time, line up calmly, enter school ready to learn and play an active role in school life.

What we expect of parents and carers

All parents and carers are expected to:

- Support the school in its application of the Behaviour Policy;
- Talk to their children about the schools expectations of work and behaviour;
- Encourage children to discuss problems;
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

Behaviour Flow Chart

See appendix

Rewards

Civitas Academy seeks to systematically encourage positive behaviour. The Headteacher and Local Governing Body determine the specifics of their reward system and how it will operate. At Civitas Academy these include: House Points, Star of the Week and 'Caught in the Act' coins.

Sanctions

The charters are established with the children and apply throughout the school. When children do not follow these charters they understand that there are consequences and they need to take responsibility for their actions. As with the rewards, the Headteacher and Local Governing Body determines sanctions they consider appropriate for their context.

Records of all incidents are made and placed in the Incidents and Behaviour Log.

Equal Opportunities and Special Educational Needs

At all times teachers will consider factors that have contributed to the particular incident such as the child's level of Special Educational Need or their psychological and emotional circumstances.

Should any incidents happen repeatedly, an Education Health Care Plan (EHCP) will be devised to support the child and involvement from outside agencies may need to take place. Parents will be fully involved in this process through discussion with the school team.

Internal, Fixed Term External and Permanent

Incidents which warrant internal or external exclusion are at the discretion of the HeadTeacher and the Local Governing Body. The child will be provided work throughout internal and external exclusions.

The following types of behaviour may result in an internal and/or external exclusion:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
- Danger to themselves or others.

The length of the exclusion is at the discretion of the school, but will operate within DfE guidelines.

Positive Handling

Physical force should only be used within the strict safety guidelines laid out in Civitas Academy Positive Handling Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times. The policy is always available on the website.

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: mobile phones, toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult.

Staff reserve the right to search pupils where they reasonably suspect that "prohibited items" may be in a child's position. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Implementation and review of policy

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness.

The Headteacher is responsible for ensuring the health, safety and welfare of all children in the school. This includes implementing the school behaviour policy consistently throughout the school. The Headteacher keeps records of all reported serious incidents of misbehaviour and reports to governors on the effectiveness of the behaviour and discipline policy, when requested.

Monitoring:

Class Teachers / Headteachers / Assistant Headteachers / Leadership Team

Adopted: July 2015

Review date: July 2016

Appendix