



Diocese of Norwich  
Education and  
Academies Trust

# Middleton Church of England Primary Academy

## Citizenship and Behaviour for Learning Policy

Date of Publication: March 2017

Review Date: March 2018

Person responsible for review: Headteacher

## **Policy Statement**

This behaviour policy has been written with reference to Department of Education's current guidance; Behaviour and discipline in schools July 2013, Use of reasonable force July 2013. This behaviour policy acknowledges the academy's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs.

## **Mission Statement**

At Middleton Academy we strive to maintain a safe, happy, caring environment in which children can grow, develop and learn to become the very best they can be.

## **General Principles**

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the Head teacher, school staff, parents and children when developing these principles.

## **Our Principles**

- The welfare, well-being and development of children and staff is paramount in our academy.
- All members of our academy will show respect and courtesy towards each other.
- The academy and parent/carers will work together to encourage and support children to be positive citizens.
- Parent/carers will support the academy's aim to develop positive social behaviour through expectation, recognition, rewards and sanctions.
- The Head teacher creates a culture of respect by supporting the staff's authority to respond to misbehaviour using fair and appropriate sanctions, ensuring that this happens consistently across the academy.
- The governing body/Interim Transition Board and Head teacher will deal with allegations against academy staff quickly to protect and support those involved. (See Safeguarding Policy). Disciplinary action will be taken against children who are found to have made false/malicious accusations against school staff.
- ALL staff will look to enable children to improve their behaviour whilst promoting a positive learning environment.

## **Aims**

The key aim of the Citizenship and Behaviour for Learning Policy is to promote behaviour for Learning using praise and focussing on the positive whenever possible. We view behaviour being the responsibility for ALL; staff, children, governors, parents/carers and the community. Everyone is accountable and mutual respect and behaviour for Learning is the expectation of all and should thus be challenged and questioned by ALL. We value our parents/carers and feel that collaborative working with them is extremely important. We aim to:

- set the standards for a positive learning environment.
- create a safe environment based on mutual respect for all, free from disruption, bullying, violence or harassment.
- promote positive attitudes; self-esteem, self-discipline, self-regulation and achievement.
- set clear boundaries and ensure fair, consistent and predictable responses.
- promote a restorative approach

- develop a partnership approach with parents and carers

### **Roles and Responsibilities**

In line with the Education and Inspections Act the governing body, in consultation with the Head teacher, staff and parents/carers, has established the behaviour policy. The governing body/Interim Transition Board will review the policy annually with attention to government guidance. The Head teacher must publicise the behaviour policy, in writing, to staff, parent/carers and children once a year. (See the academy's website [www.Middleton.dneat.org.uk](http://www.Middleton.dneat.org.uk))

**The governing body/Interim Transition Board** must provide clear advice and guidance to the Head teacher on which they can base the school behaviour policy. The following should be covered in the behaviour policy:

- Screening and searching children (including identifying in the school rules items which are banned and may be searched for)
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct
- When a multi-agency assessment should be considered for children who display continuous disruptive behaviour.

**The Head teacher** will be responsible for the academy's policies and procedures and may delegate aspects of its day to day implementation and management to a designated member of the academy's leadership team. There will be support for staff faced with challenging behaviours.

**All academy staff** will be responsible for implementing the policy and ensuring that the policy and procedures are followed; set standards for behaviour and have high expectations of all children and actively promote the academy's reward system.

They also must:

- Have personal responsibility to respect the rights of all individuals in the academy and its community.
- Be aware of, understand and support the policies and procedures.
- Be appropriately organised for the task they are here to do.
- Ensure that they are aware of the specific needs and requirements of children in their care.
- Ensure that everyone is safe and secure within the academy environment and on educational visits.

**Parents and carers** will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the academy. All parent/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour, to join with their child/ren, academy and agencies to seek solutions to any difficulties incurred. Our home/School agreement, re-enforcing this, is signed annually.

**Children** will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

The governing body, Head teacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of children and parent/carers and that these are appropriately addressed.

## **Academy Rules**

### OUR CARE VALUES

Celebrate Success

Aim High

Embrace a Challenge

Respect Each Other and Property

### OUR REWARD SYSTEM

This is based on the principle that all children can make the right choice and Good to be Green is used as a positive management system. Children are encouraged to be 'Green' all day.

Children who need reminders about behaviour expectations will receive 2 warnings before they receive an **orange** card. This will prepare them for a sanction if they do not display positive behaviour choices. A further 2 warnings can be given if children do not follow behaviour expectations. A **red** card is given and the child will be sent to another class for a time out of 15 minutes. If a child continues to make inappropriate choices, a **blue** card will be given and the child will spend the remainder of that learning session with the executive headteacher/ head of school. Parents will be informed if a child receives a blue card. A blue card can be given for a single extreme act without any prior warnings or cards being given. Learning sessions are from before school to break; after break to lunch; lunch till end of day.

Every child starts their next learning session on green – a fresh start.

Orange card = 1 point; red card = 2 points; blue card = 5 points.

Exclusion is a sanction in its own right but will be recorded as = 10 points .

6 points = no weekly reward session.

Less than 80% Good to be Green in each half term means child does not receive or take part in the half termly reward time/ activity.

### **Whole School Approach**

Being a responsible citizen encompasses many aspects, one of which is making good choices, learning to behave appropriately and having respect for others and the environment in which we work, play and live together. As an academy we believe it is important to prepare children for the next stage of their life. There must be a total consistency of expectation that everyone feels safe and secure, have empathy and respect for all others and place a high value upon individual achievement and personal development.

We foster a positive environment where children show a sense of commitment and pride in their school.

We value our parents/carers and feel that collaborative working with them is extremely important. Our key aim of the policy is to promote behaviour for Learning and help children understand the impact that inappropriate behaviours can have on one another and how to make better informed choices in the future.

We believe behaviour is the responsibility of ALL; staff, children, governors, parents/carers and community alike. A mutual respect and Behaviour for Learning is the expectation for all and if this were not the case it should be challenged and questioned by ALL.

### **Restorative Practice**

In Middleton we believe that changing children's behaviour may need more than a consequence approach. Restorative approaches is a way of challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment.

Restorative approaches are a range of practices that help young people to develop to develop the skills and attitudes necessary to build, maintain and repair community relationships. They offer an additional method to the punitive systems and sanctions used in schools to manage behaviour.

Restorative approach builds respect by;

- learning to listen to others opinions and learning to value them,
- taking responsibility for your own actions,
- developing the skills to identify solutions that repair harm and ensuring behaviours are not repeated

### **Consequences of inappropriate behaviour and poor choices**

There are, on occasion, times that mistakes can and will be made. The children learning their way in the world and will need help and guidance at times. At Middleton our aim is to be proactive in supporting children to learn from mistakes and take ownership of their own actions. At Middleton we do not welcome punishments that set out to humiliate or belittle a child. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, we follow staged sanctions to re-enforce academy rules and to ensure a safe, positive learning environment. (See appendix 1)

Following our restorative practice we aim to support children to take responsibility for their behaviour in school. Children are involved in discussions regarding behaviour and strategies to enable them to take control of their behaviour.

### **Zero Tolerance**

There are some actions and choices that make children that at Middleton we have a zero tolerance policy and will not be accepted, such as: racism, homophobia, bullying, stealing, and criminal damage. All incidents of such behaviours will be referred straight to the Executive Headteacher or Head of School.

Official steps to be sanctioned by the head teacher

Once parents have been informed:

- Removal of school teams/extra-curricular clubs
- Short fixed term exclusions
- Permanent exclusion or a 'managed move' arranged

### **Exclusions**

Exclusion is always the last resort but the academy insists on its right to exclude children whose behaviour is such that it infringes upon the rights of children to learn and play in a safe environment and on the rights of adults to carry out their jobs.

A single act related to the above may result in a short-term exclusion. Short-term exclusions will be between one and three days. If a child receives a series of short term exclusions and the child is not making any attempts to improve their behaviour choices, they may be considered for permanent exclusion.

The school will thoroughly investigate incidents before making decisions concerning short term or permanent exclusions.

A single extreme act may lead to permanent exclusion without any previous short-term exclusions for the child.

There is an academy process for permanent exclusions that enables parents to appeal against any decision to exclude their child permanently.

(See Exclusion Policy Appendix 2)

All staff have the power to:

- Positive handling intervention- All members of school staff have a legal power to use reasonable force. We strongly believe that early intervention with the focus on de-escalation is a priority and that 'positive handling' is to only be used as a last resort, to prevent injury to the child, others or significant damage to property and to maintain good order and discipline. (See Positive Handling Policy appendix 3)
- Screening and searching – All staff have the right to ask children to empty pockets/bags. If it is felt necessary to physically search a child, a member of the senior leadership team should be informed to authorise the search.
- Confiscation - Staff are able to retain child's property as a sanction. If lawful and appropriate, property will be returned to the child or parent/carer at the end of the day. Staff are protected from liability for damage to, or loss of, any confiscated item if they have followed school procedures to place the item in an envelope with child's name on it, in a locked drawer/cupboard.

### **Involvement of outside agencies**

The academy works alongside parent/carers to meet the needs of the child. A Behaviour Support Plan or Individual Risk Management Plan will be developed for children presenting on going behaviour difficulties. The academy works with outside agencies to support behaviour where necessary. We may work with Specialist Resource Bases and behaviour advisors as necessary.

### **Anti-bullying**

The Academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will 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. (See Anti bullying Policy Appendix 4)

### **Equality**

All children will be treated equally and fairly throughout the implementation of this policy.

Staff will:

- Play an active part in building the sense of community and apply agreed standards of behaviour consistently
- Deal sensitively with children in distress and listen to them and deal with any incident appropriately
- Support each other in maintaining good classroom management

**The Executive Head teacher and Head of School will monitor incident logs and report to the governing body/Interim Executive Board.**

### **Recording and monitoring of behaviour**

All behaviour incidents and consequences will be recorded by any staff dealing with incidents of poor behaviour using Behaviour Watch. Staff will have weekly updates concerning patterns of behaviour All behaviour must be recorded in a professional way and suitable for parental/carer viewing should they request.

### **Training**

Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

## **Safeguarding**

At Middleton, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that children have the right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any child in distress and are confident about applying the process to prevent and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Middleton procedures and processes will be followed at all times in accordance with the Safeguarding and Child protection Policy. Any concerns will be referred to the Designated Safeguarding Leads.

## **Monitoring**

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Reports will be made to Governors/Interim Transition Board through headteacher reports.

## **Review**

The policy will be reviewed every two years, depending on changes in circumstance or legislation.

- Consequences - Appendix 1
- Exclusion Policy - Appendix 2
- Reasonable Force Policy - Appendix 3
- Child Restraint Policy - Appendix 4
- Lunchtime Policy and procedures – Appendix 5