

Forest Academy



Forest Academy

Behaviour Policy

Completed by: April Grimes and Lorna Rourke

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BEHAVIOUR POLICY STATEMENT

Purpose

The policy aims to provide a behaviour structure to enable successful teaching and learning throughout the school in a happy, caring environment. It has been produced to satisfy the needs of children and teachers, reflecting our School's vision, ethos and aims. Please see the 'Written Statement of Behaviour Principles', appendix 1.

Skills and Attitudes

The ethos of our school reflects the values and attitudes that characterise any caring family and community. The atmosphere of the school, the quality of relationships, and the way in which the school helps to prepare our children, combine to ensure they have a fair sense of justice and the skills and attitudes to be valued citizens of the future.

At Forest Academy, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

- ❖ To understand and obey these rules.
- ❖ To recognise their rights and responsibilities within the school community, local community and society as a whole.
- ❖ To maintain a positive attitude to all areas of school life.
- ❖ To maintain positive relationships with all children and adults.

Children are taught these rules through PSHE lessons and the broader curriculum e.g. Assemblies and the ethos within school.

Our School Golden Rules

1. Listen to others politely
2. Use kind words
3. Be kind and gentle at all times
4. Respect resources, the property of others and the environment
5. Come to school ready to learn and try your best

Responsibilities for Staff

- ❖ Treat children with respect and take into account their points of view
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- ❖ Teaching a broad, balanced, engaging curriculum
- ❖ To focus on positive praise, praising children's efforts and achievements
- ❖ Encouraging independence and resilience
- ❖ Providing positive role models for children to follow
- ❖ Creating and maintaining well organised classrooms and safe play areas
- ❖ To work in partnership with parents/carers for the benefit and development of the child
- ❖ Involving children in the development of procedures and guidelines
- ❖ Ensuring that children are aware of expectations about behaviour-use behaviour checklists daily to ensure consistency across the school
- ❖ To follow the behaviour policy when managing behaviour.
- ❖ Class teachers to ensure they follow up and supervise any lost minutes given. Teachers to supervise this in their own classrooms.
- ❖ Incidents which require an incident report must be followed up with parents and signed.

- ❖ Regularly reviewing, developing and using systems, which recognise and celebrate good behaviour within individual classrooms.
- ❖ In the event that a child leaves the classroom, or is struggling to self-regulate, another member of staff will ensure the efficient education of the remaining class, whilst the class teacher supports the child in need. This will ensure that positive relationships are maintained and developed.

Responsibilities for Parents and Carers

- ❖ Explaining to the child the meaning of the home school agreement
- ❖ Signing the home school agreement
- ❖ Reinforcing the schools' expectations of good behaviour and support the schools' behaviour policy.
- ❖ Letting the school know (in confidence if necessary) of any special circumstances which might affect the child at school
- ❖ Encouraging children to sort out difficulties in a positive, appropriate way
- ❖ Speaking to the class teacher, in the first instance, if they are concerned about their child
- ❖ Being positive towards their child and his/her achievements whilst working in partnership with the school staff
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- ❖ Come to school promptly if called regarding their child's behaviour

Responsibilities for Governors

- ❖ Involvement in developing a positive behaviour policy
- ❖ Being acquainted with the school and monitoring the implementation of the vision, ethos and values.
- ❖ Having legal responsibilities for exclusions
- ❖ Support teaching staff when implementing the schools' behaviour policy
- ❖ Be responsible for the wellbeing of all staff including the Headteachers

Responsibilities for Children

- ❖ Follow the five Golden Rules
- ❖ Sorting out difficulties in a positive way, seeking adult support where necessary
- ❖ School council representatives are supported in monitoring behaviour issues and finding suitable solutions to problems
- ❖ Accepting the consequences of their own actions
- ❖ Behaving so that others can learn and enjoy school
- ❖ Accepting that staff make the final decisions
- ❖ Treating all others with dignity and respect irrespective of background, gender, sexuality and race.
- ❖ Walking sensibly anywhere within the building

Positive Behaviour

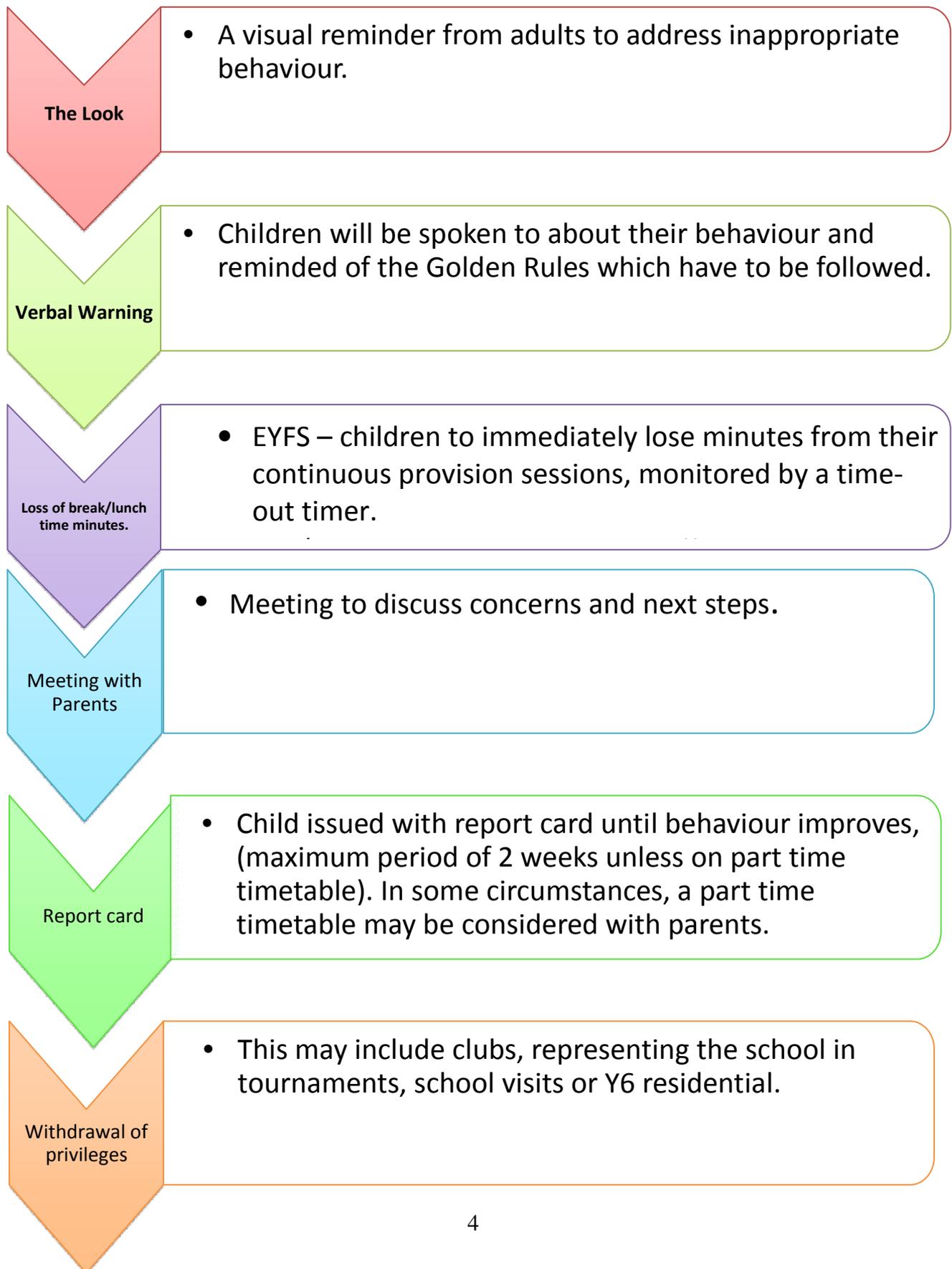
We use the following methods to reward and encourage good behaviour

- ❖ Praise in class
- ❖ Praise in assemblies
- ❖ 'Building Learning Power' (BLP) Stickers when children demonstrate these themes.
- ❖ Values for Life stickers
- ❖ Raffle tickets for good learning/behaviour. Raffle tickets will then be drawn at the end of each half term and children will be rewarded with prizes.
- ❖ BLP/school values/citizenship certificates given in celebration assemblies.
- ❖ Playground Buddies and Junior Sports Leaders
- ❖ Afternoon Tea with staff
- ❖ Good News post cards to be sent home to parents every week.

NB. Class teachers will also use individual incentives for the children in their class.

Managing Behaviour

If children do not behave we use the following sanctions. For Pupils with SEND or 'Looked After' children, reasonable adjustments will be made; behaviour support plans and/or risk assessments, which will be agreed with parents/carers, will be in place to enable them to meet the requirements of the School Behaviour Policy. These will be reviewed regularly. They will also access support from outside agencies to ensure that we are doing all that we can to allow them to be successful in school.



Where a child presents with difficult and dangerous behaviours, robust risk assessments will be produced and the appropriate decisions made about provision and the risks to safety. SEND/Social Emotional and Mental Health needs children will have behaviour support plans and/or risk assessments already in place and all reasonable adjustments made in order to ascertain whether it is appropriate for them to take part in certain activities and offsite visits. If a child has persistent or severe problems with their behaviour, which may be deemed dangerous to themselves or others, the class teacher will meet with parents to discuss appropriate strategies. If the need arises at any of the above stages, we will work with external agencies to support self-regulation and awareness and in turn behaviour.

Part time Timetables

In some instances, where children struggle with a full school day and demonstrate difficult and dangerous behaviour, it may be beneficial for the child to have a reduced timetable. The purpose of this would be to support the child to be in school successfully full time, increasing this in manageable steps. This would be clearly structured within a written part time timetable, agreed between parents, the SENCo/Safeguarding and welfare officer (as appropriate) and the Headteachers. This will be signed by Senior Leadership Team everyday so that it is clear where the child is within the timetable and how successful it is proving. The aim is always for the child to be back in school full time as quickly as possible.

Physical Interventions

In instances where there is significant risk of harm to a child or member of staff, physical intervention may be deemed necessary. This will be a last resort, necessary and proportionate to the harm it is intended to prevent. Please see the school's Physical Intervention Policy for further details.

Exclusions

Serious incidents or persistent poor behaviour may lead to a fixed term exclusion of up to 5 days, using the national guidelines for exclusion (DfE Exclusion from maintained schools, academies and pupil referral units in England, September 2017). Only the Head Teachers of the schools are authorised to exclude a child. In the absence of the Head Teachers this can be authorised in writing via email to the Deputy Headteacher. In exceptional circumstances, in the absence of the Headteachers or Deputies, the most senior teacher on-site is authorised to give a fixed term exclusion and this would be confirmed by email, the same day, through the heads or deputies. Before a child returns to school, following exclusion, there will be a minuted reintegration meeting with a senior member of staff or safeguarding welfare officer on site that day with both the child and parents.

Incidents deemed serious include:

- ❖ Physical attacks with intent to hurt/injure other children or adults (e.g. pushing, hitting, kicking, biting)
- ❖ Verbal abuse of other children or adults
- ❖ Persistent poor behaviour that has a detrimental impact on own learning or that of others
- ❖ Continued defiance of school rules
- ❖ Discrimination, intimidation and bullying including cyber bullying
- ❖ Deliberate damage of property
- ❖ Possession of harmful substances (e.g. drugs, alcohol)
- ❖ Possession of dangerous/unsuitable items (e.g. knives, BB guns, Nerf guns)

NB: this is not and exhaustive list.

After a period of fixed term exclusion, the child starts afresh – but if he/she moves to fixed term exclusion again, permanent exclusion may result, using national guidelines for exclusion. (DfE Exclusion from maintained schools, academies and pupil referral units in England September 2017).

Confiscation and Searches

If a child brings in an item that is not suitable, the class teacher will confiscate it and parents will be called in to come and collect it at the end of the day. In the first instance, a child will always be asked to surrender the

item. Children who bring phones into school must take them to the front office/reception before school and are responsible for collecting them at the end of the day.

Items that will be confiscated due to being prohibited or banned can include:

- ❖ Phones
- ❖ iPads/tablets
- ❖ Knives/blades/weapons
- ❖ Alcohol
- ❖ Drugs
- ❖ Items believed to be stolen
- ❖ Tobacco/cigarettes
- ❖ Fireworks
- ❖ Pornographic images
- ❖ Any item that the member of staff believes has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

NB: this is not an exhaustive list.

Should a risk become known, the staff hold the power to search for the above items, and will do so in a fair, transparent and democratic way with a second member of staff.

Bullying

Bullying is done with the intention of causing distress and usually takes place over a period of time. It can be physical or emotional. Bullying can take many forms and can include: physical assault, teasing, making threats, name-calling, cyber bullying. Please refer to the Anti-Bullying Policy for further details.

Racist and homophobic Incidents

These are incidents where the victim feels that they are being targeted due to ethnic origin, race, beliefs or sexuality and gender. These will be dealt with very seriously –

- ❖ All incidents will be recorded and kept in children's files
- ❖ Parents will be informed
- ❖ The child will receive consequences and could be excluded

Cyber bullying

These are incidents where a person or group of people use the internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else. We recognise that this can have a very serious impact on children.

If cyber bullying is reported to the school we always take this seriously and will investigate the issue in detail.

- ❖ All Incidents will be dealt with by involving parents/carers, through sending home letters and arranging meetings.
- ❖ If necessary according to the seriousness of the incident the police may be informed.
- ❖ We always attempt to tackle cyber bullying by teaching children about what cyber bullying is and the impact it can have.
- ❖ In cases of more serious incidents we will use the online safety flow chart and incident referral forms to report incidents. Where necessary these may need to be passed through to the Local Authority Designated Officer (LADO) See Online Safety Policy

Pupil conduct outside the school gate

Teachers have a statutory power to discipline pupils outside of the school premises where;

- ❖ Witnessed by a staff member
- ❖ Reported to the school
- ❖ The pupil is identifiable as a pupil at the school

Or behaviour that;

- Has repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Evaluation

The effectiveness of this policy will be evaluated by all stakeholders as an ongoing process and discussed in staff meetings when appropriate.

Revision and updating will be carried out by SLT in discussion with all stakeholders annually.

Signed _____ Chair of Governors

Signed _____ Headteacher: April Grimes

Signed _____ Headteacher: Lorna Rourke

Appendix 1

Forest Academy

Written Statement of Behaviour Principles

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2014). The purpose of this statement is to provide guidance for the Headteachers in drawing up the school's behaviour policy, so that it reflects the shared aspirations and beliefs of the Governing Body, staff and carers for the children, in school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers, in respect to discipline and consequences. Staff should be confident that they have Management support, when following this guidance. This is a statement of principles, not practice; and the Headteachers have drawn up the school's behaviour policy, taking these into account. The Headteachers will also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and staff. The school behaviour policy shall be publicised, to staff, parents/carers and students, at least once a year. This statement is informed by our vision, ethos/values and aims.

Vision

Our Children will journey through our school, building a memory bank of learning experiences that positively impact on them for the rest of their lives.

We will build a collection of amazing memories where learning is fun and education is valued.

Ethos/Values

The ethos of our school reflects the values and attitudes that characterise any caring family and community. The atmosphere of the school, the quality of relationships, and the way in which the school helps to prepare our children, combine to ensure they have a fair sense of justice and the skills and attitudes to be valued citizens of the future.

At Forest Academy, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

Aims

To ensure our Mission is a reality, the school has 5 clear aims which are inextricably intertwined with Physical and Mental Wellbeing and Building Learning Power:

- Ready to learn: Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- Resourceful: Children show initiative, asks well thought out questions and are prepared to use a variety of strategies to learn.
- Reflective: Children are curious, able and willing to learn from their mistakes and can describe their progress
- Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging.
- Reciprocal: Children are prepared to help each other and work as a team.

Safeguarding Statement

Forest Academy is committed to providing an environment, where all people feel safe, happy, accepted and integrated. It is important that an orderly framework should exist, within which effective teaching and learning can take place. The school holds an important position in the wider community, educating the young citizens of tomorrow; to ensure they take a positive and proactive role within their community in the future.

Behaviour Statement

Forest Academy is committed to ensuring mutual respect and creating a co-operative working atmosphere.

We aim to:

1. Ensure that the curriculum reflects the needs of the full range of children; ensuring high levels of engagement and minimise off-task behaviour, through consistently high-quality teaching
2. Make the school a place of teaching and learning, so that any behaviour that disrupts the learning of others, can be managed
3. Assist children with understanding concepts of right and wrong
4. Reward children who meet or go beyond our expectations and provide consequences, where necessary
5. Ensure children understand the types of behaviour, which are and are not acceptable in the school
6. Use a restorative approach to encourage reflection and inspire positive relationships
7. Share how behavioural expectations are based on the rules and ethos of the school
8. Ensure our expectations are grounded in the school's vision, ethos and aims
9. Support staff to empower them to deal effectively with challenging behaviour
10. Maintain clear and consistent systems of behaviour management, that are communicated with all stakeholders
11. Inform and involve parents and carers, when and where appropriate to ensure they are supporting the aims as stated above
12. Maintain close liaison with external agencies including social care and others, to support children
13. Support children with removing barriers to learning; maintaining a balance between individual needs and the needs of the school community, as a whole
14. Maintain a climate, where we accept praise and constructive criticism, encouraging everyone to be positive about their achievements and the achievements of others.