

## THE FOREST SCHOOL

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| <b>POLICY TITLE</b>                     | <b>Behaviour Policy</b>     |
| <b>PERSON(S) RESPONSIBLE FOR POLICY</b> | AHT: Behaviour for Learning |

### **WHO IS GOVERNED BY THIS POLICY**

Pupils

### **POINT (S) OF CONTACT**

AHT: Behaviour for Learning

### **LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:**

Anti-bullying, Exclusion, Safeguarding, Child Protection, Health and Safety, Inclusion, Diversity and Equality, Drugs, Equal Opportunities

### **MAIN ECM OUTCOMES (EVERY CHILD MATTERS)**

Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Well-being.

### **STATEMENT OF INTENT**

The Forest School is a community - a caring community built on trust and respect, in which every pupil matters; a community which encourages and enables every pupil to enjoy their time at school, to exceed expectations, to be proud of their achievements and to be aware of their responsibility in the wider world.

The policy seeks to promote the following Every Child Matters outcomes: be healthy, stay safe, enjoy and achieve and make a positive contribution.

Governors at Forest should:

- Agree the school's ethos, purpose and values in which the policy is based
- Review, amend and approve the Behaviour for Learning Policy annually
- Model good behaviour to other members of the community

Pupils at Forest should:

- Take responsibility for their own behaviour and follow the school rules at all times
- Ensure that their uniform is worn correctly
- Accept that they need to listen to staff and follow instructions straight away
- Bring the right equipment for learning to the lesson
- Listen to and respect the views of others, their beliefs and property

- Accept that all pupils have the right to learn free from disruption
- Accept that all staff have the right to educate so that learning can take place
- Ensure that their behaviour is appropriate for learning and that their language is respectful.

Staff at Forest should:

- Model positive behaviour to create mutual respect between adult and pupil
- Use language marked by mutual respect when dealing with behavioural issues
- See their role as being to promote the best in every pupil
- Strive to separate the behaviour from the individual and provide appropriate opportunities to put things right
- Accept that good behaviour is everyone's responsibility

Parents at Forest should:

- Accept that good behaviour is everyone's responsibility
- Support the school's Behaviour for Learning Policy
- Accept that all pupils have the right to learn free from disruption
- Accept that all staff deserve the right to teach so that learning can take place.
- Respect the professionalism of staff and use the language of mutual respect if challenging the school's decisions
- Model positive behaviour to create mutual respect between adult and pupil

## **CONSEQUENCES POLICY**

Principles:

- Good behaviour in lessons and out of lessons allows effective learning to take place
- Good behaviour and respect for each other allows for a positive enjoyable atmosphere at school
- We all have a responsibility to behave well and to respect each other

## **CERTAINTY OF PUNISHMENT**

All anti-social behaviour will have a consequence. The consequences include:

- A 5 -minute warning
- Break Detention
- After-school Detention
- Community Detention
- Team- Referral
- DOL Referral
- SLT Detention
- 1 day in Internal Isolation
- An exclusion from school
- A permanent exclusion from school

## **INTRODUCTION**

The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff, pupils and parents. Inclusion features strongly in this policy as it goes to the heart of the ethos of The Forest School. We will strive to achieve a balance between avoiding exclusion for poor behaviour whilst at the same time acknowledging the fact that poor behaviour can in itself exclude pupils from learning and feeling safe.

Good behaviour can be learnt and poor behaviour is not an inevitable consequence of past experience. Poor behaviour can affect the safety and welfare of members of our community, the ability of pupils to learn and teachers to teach. It therefore cannot be tolerated. The fundamental principle underpinning our behaviour policy is unconditional respect. This combined with Rights, Responsibilities and Routines will produce good behaviour conducive to good learning.

This policy relates to behaviour within the school, when pupils are engaged in activities outside the school, within the immediate vicinity of the school and on the journey to and from the school.

The Head Teacher has the authority to initiate the school's Behaviour for Learning policy when pupils are not subject to the conditions in the above paragraph but where there is serious misconduct and there is a clear link between that behaviour and maintaining good discipline in the school.

## **UNCONDITIONAL RESPECT**

All members of the school community will be treated with unconditional respect. By being part of our community, pupils, staff, parents, visitors etc, they unconditionally earn our respect. Respect is not conditional on past experience or current behaviour but given because we are one community.

The delivery of unconditional respect will not be easy and we will all fall below this high expectation at times. Despite this it will remain our ultimate goal and all our Rights, Responsibilities and Routines will be shaped to help us all deliver unconditional respect to those around us.

## **RIGHTS AND RESPONSIBILITIES**

All members of the school community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

All members of our community have the responsibility to:

- Treat others with respect, unconditionally
- Support others in their learning
- Celebrate achievements

- Uphold our rules

## **INAPPROPRIATE BEHAVIOUR**

Some inappropriate behaviour will always be unacceptable and will normally incur a sanction. These unacceptable behaviours will include:

- Violent behaviour or physically hurting others
- Deliberate offensive language, including racial or sexual abuse
- Rudeness to staff and pupils
- Vandalism
- Continued disregard for staff instructions
- Continued disregard for school rules and / or procedures
- Theft from staff, fellow pupils and school premises

## **MANAGING BEHAVIOUR**

The school recognises that praise is a more effective tool in modifying poor behaviour than sanctions. As such, managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than merely recording poor behaviour.

Poor behaviour must be tracked however, to establish patterns and support effective intervention. All staff have a professional responsibility to ensure that the Consequences Policy is adhered to and all behavioural incidents entered directly onto SIMS.

We will base our system for managing poor behaviour on the school's Consequences Policy which goes through three stages for the classroom teacher (refer to appendix 1)

All three stages of the Consequences Policy require the opportunity for pupils to participate in restorative justice. This should involve dialogue between the pupil and the teacher and should involve the following:

- **Reflection** – What has happened? Could it have been different?
- **Resolution** – How can we try to ensure this doesn't happen again?
- **Reconciliation** – How we put things right between those involved?

## **MONITORING, REFERRAL AND SUPPORT**

In order to build a culture of positive behaviour we will track both good and poor behaviour through SIMS. This data will be used to identify and respond to behavioural patterns of individuals and groups.

All Staff will be responsible for monitoring pupil behaviour with initial support from their Director of Learning and / or Subject Leader. All Staff will have a line manager who can support them with behavioural issues. For Associate Staff this will be through Community Leaders.

Directors of Learning and / or Subject Leaders will support members of their curriculum areas through learning walks and team referrals. Members of the Senior Leadership Team will support staff through advice, guidance and being available to support initiatives.

Pupils who are identified as having repeated or severe behavioural issues will be supported through coaching, counselling or referral to the Inclusion Team. This will be monitored through the school's Consequences Policy which goes through three stages for school leaders.

## **BEHAVIOUR FOR LEARNING ROUTINES**

When starting with a new class each teacher will involve the pupils in co-constructing a classroom agreement mirroring the school's guidelines to the 'Consequences Policy', 'Attitude to Learning' and 'Uniform' guidelines which are published in all pupil diaries. In addition, all pupils are in receipt of the school's Behaviour for Learning – Pupil Guide.

Each teacher will follow, communicate to pupils and constantly reinforce the school's learning routines for:

- Room entry
- Settling
- Seating plans
- Uses of cues to initiate whole class attention at any stage /to get teacher assistance
- Class discussions
- Tidying work space and exit procedures
- 3Rs approach (Rights, Responsibilities, Routines)
- Lunchtimes
- Break times
- Arriving at and leaving school
- Appropriate use of facilities
- Assemblies

Classroom routines will be co-constructed and agreed with staff and displayed prominently in all rooms. At the start of the lessons staff will:

- Arrange the learning environment so the room is tidy, interesting and engaging
- Have facilities available for storage of pupils' belongings
- Have a well planned lesson ready, with all resources accessible
- Greet pupils at the classroom door before the lessons starts
- Focus on positive welcoming comments
- Deal with discipline issues quickly and quietly
- Have a seating plan
- Have a protocol in place for formal start to lesson
- Take the register

During the lesson staff will:

- Enforce working conditions as set out below
- Manage poor behaviour as set out below

At the end of the lesson staff will:

- Finish in good time
- Clear up and prepare the room for next lesson
- Have a protocol for orderly dismissal
- Say goodbye to pupils

Staff will habituate agreements and routines by:

- Publishing them visually in learning areas
- Constantly referring back to them when poor behaviour occurs, linking the behaviour to the agreement, not the child, and stressing its co-construction and key focus 'What's our class agreement about shouting out?'
- Reinforcing rules on a day to day basis
- Modelling and praising behaviour in line with the agreement

All classes will operate within these working conditions:

- Individual – silence
- Partner – quiet on-task talk
- Group – discussion with roles assigned
- Whole class – according to agreed class protocol

## **ENCOURAGING GOOD PROGRESS AND / OR BEHAVIOUR**

A variety of rewards will be used which may include:

- Passport for Success
- Consequences Card stickers
- Postcards and letters home
- Celebration assemblies
- Celebration Evenings

## **MANAGING POOR PROGRESS AND / OR BEHAVIOUR**

Our expectation is that staff will always manage behaviour by giving fair, clear messages, in the least intrusive way possible so that the workable, respectful teacher-pupil relationship remains intact.

Teachers should adopt a 'relaxed vigilance' style where by poor behaviour is noticed and followed up, rather than ignored or tackled in a way that leads to confrontation. When poor behaviour starts to happen in the classroom the teacher will:

- Describe the behaviour in general terms (using eye contact)-e.g. "I notice some people are talking"
- Refer back to the agreements- "Remember our class agreement about individual tasks"
- If behaviour persists, quietly approach the pupil(s) and give a warning.

Behaviour modification strategies encouraged in the classroom as part of the Restorative Justice model are:

- Brief chat to the side of the room within a lesson
- Movement in class seating
- Team Referral to a colleague
- Call for support from a Pastoral Assistant (P.A.)
- Chat after the lesson
- Call back at break, lunch or after school
- Call back with another member of staff
- Call back with parents present
- Longer period out of lessons
- Period out of school (exclusion)

## **MONITORING BEHAVIOUR**

SIMS will be used to log examples of good and poor behaviour. The two categories will appear as good progress and poor progress and will be distributed to all school leaders on a daily basis, and all teaching staff / associate tutors on a weekly basis. Each category will contain a series of descriptors and actions. Referral can be made to other members of staff for support in addressing poor progress and for rewarding good progress

## **TRAINING**

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to all staff to support the implementation of the school's Behaviour for Learning policy.

## **COMMUNICATION & PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it is important that all those working with the pupil in school are aware of those concerns and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Early warning of concerns should be communicated to the Head Teacher via the pastoral support teams, so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to the behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is actively encouraged. The participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. This will be made explicit through the school's Behaviour for Learning – Parental Guide. Where behaviour is causing

concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action with parents.

## **INTER-RELATIONSHIP WITH OTHER SCHOOL POLICIES**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and anti-bullying, will be established. This will form the basis of the Lower Weald Horsham Behaviour Partnership.

## **INVOLVEMENT OF OUTSIDE AGENCIES**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. Pupils needing support from external agencies are identified through the Inclusion Coordinator and will be at School Action (+). However, if necessary a pupil may move immediately to that stage to access support.

## **MONITORING & EVALUATION**

Community Leaders, Directors of Learning and Form tutors undertake analysis of behavioural data sent to them via SIMS. Patterns and trends of individual pupils are identified.

Patterns and trends at a Year Level are identified by the Academic Progress Coordinator (APC) and presented to SLT at regular APC meetings chaired by the Assistant Head (Inclusion). Patterns and trends within Communities are identified by the Community Leaders and presented to their Link Assistant Head during their fortnightly Line Management meetings. Patterns and trends within Curriculum Areas are identified by the Directors of Learning and presented to their Link Assistant Head during their fortnightly Line Management meetings.

The Assistant Head (Behaviour) will identify patterns and trends at a whole school level: focusing on:

- Exclusions
- Internal Isolation
- Team Referrals
- Detentions
- Curriculum Areas

An analysis of sanctions to be used to target support and their impact and consistency will be evaluated by the Assistant Head (Behaviour) every term. Staff and Pupil survey to evaluate the implementation of the policy will be undertaken annually.