



## Behaviour Policy – October 2018

---

### **VISION**

At Forest Academy, our learning community creates pupils with inspiration, ambition, academic success where pupils are passionate to learn.

Through our challenge curriculum, pupils develop a love for the outdoors and learning in the local environment, being aware that learning can come in many forms.

Pupils are respectful of and celebrate each other's differences, heritage and culture. They are self-motivated, confident pupils able to apply their skills.

We are an Academy built on interdependence, encouraging all staff, pupils, parents and carers and the community, to work together to achieve more than they ever could have accomplished as individuals.

- All pupils are polite, well rounded, inquisitive individuals who are respectful of others
- All pupils develop thinking skills enabling future success outside of school and in years to come
- We expect the best from every pupil in all that they do

### **INCLUSION & SAFEGUARDING STATEMENT**

At The Synaptic Trust all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

Our Trust is committed to safeguarding and promoting welfare of pupils and expects staff to share this commitment.

Forest Academy is a rights respecting school where all learners, regardless of ethnicity, gender, faith, socio-economic background, ability, disability and sexuality, have the right to develop rights respecting behaviours which equip every learner to make the most of their educational opportunities; enabling them to reach their full potential.

Pupils are encouraged to take responsibility for their actions through the use of charters which detail pupils' rights and responsibilities. For example, a pupil might be exhibiting distracting behaviour which interferes with the lesson. The teacher could say something like '*name*, you are not respecting our right to learn by distracting others, you have a choice now. You can change your behaviour and respect our right to learn by listening and

focusing on your work, or you can continue what you are doing and have your name on the board. What are you going to choose?' This method makes it very clear that it is the pupil's responsibility to make the choice to respect our right to learn or invoke the sanctions in the behaviour policy; or not, as the case may be. This takes away any misunderstanding of the sanctions being imposed for any 'personal' reasons.

At Forest Academy, we have a positive attitude towards behaviour management, focussing on the effort the pupils make. We reward pupils exhibiting rights respecting behaviour and using their learning powers by:

- Moving pupils' names up the behaviour chart in the classroom.
- Each class electing a pupil to be a 'Rights Respecting Star of the Week'. This pupil will be awarded a certificate and a Rights Respecting Star which will be celebrated weekly (Fridays) This will be awarded to pupils who have shown that they behave responsibly and respect pupil's rights. There will be star of the week display in each classroom.
- Awarding Dojo points (and other 'in class' reward systems). Pupils can earn Dojo points for exhibiting rights respecting behaviour and using their learning powers (BLP). These Dojo points can be made visible to parents via the internet. **Dojo points earned cannot be taken away as a sanction.** Classes can also have their own behaviour reward systems, e.g. Star of the Day, Table Points.
- Good Work Book entry. Pupils can earn the right to show their work to a senior leader who will usually reward the pupil with a sticker and have their name entered in a special 'Good Work Book'. The Class Teacher will give the note to their parents/carers that states why the teacher is pleased with them. This acts as an invite for the parents/carers to come in to class to view the good work and/or talk to the teacher about the pupil's achievement. The names of pupil earning a place in the Good Work Book for exhibiting rights respecting behaviour or using their learning powers (BLP) or achievements in other areas of school life are read out in the weekly Friday assembly where we recognise each other's achievements.
- Each class teacher electing a pupil to be awarded a 'Learning Star of the Week'. This pupil will be awarded a medal, which they keep for a week, a certificate and a Learning Star which will be put on display. This will be awarded for effort and achievement relating to BLP. The certificate will have the pupil's name, class and the Learning Power that is being celebrated written on it. The 'Learning Star of the Week' will be announced during a special 'merit assembly' (Mondays). Parents will be informed by text the previous week, should they wish to attend the assembly.
- Class Teachers may decide to reward their class with an extra play on the 'Trim Trail' if appropriate.
- Lunchtime Queue-Buster Ticket. During the week, pupils can earn a raffle ticket when they display good manners and appropriate behaviour at lunchtime. Every Friday, 3 raffle tickets are selected per Key Stage and those pupils whose names are chosen are rewarded with a Lunchtime Queue-Buster Ticket. This entitles them to go into lunch for a week without having to line up outside the dining hall and they can also take one friend with them.

There are sanctions in place to support those pupils who choose not to exhibit rights respecting behaviours:

- 1 Name on the board and moved to an appropriate place in the classroom to correct their behaviour.
- 2 Then the pupil will be given a 'consequence' – losing the first 5 minutes of playtime to discuss their behaviour with the adult in charge.
- 3 If the pupil continues to make poor choices about his/her behaviour, then the pupil will be sent to spend 10 minutes time out in a specified 'partner' class in a different year group. Teachers will speak to parents/text if not available and record incident.
- 4 As a result a letter and text will be sent home by the Class Teacher/TA in charge that session to the parent requiring the parent to complete a slip to ensure they know their child was sent out.
- 5 If the pupil continues to make poor choices about his/her behaviour once s/he has returned to the classroom, then the pupil will spend 20 minutes at the beginning of lunchtime with the teacher/TA in charge to discuss the expectations of behaviour in class.
- 6 If a pupil is sent out of class more than 3 times over a week, the parents/carers will then be invited into school to meet with the Class Teacher to discuss the reasons for the pupil's behaviour and explain it is unacceptable.
- 7 If the behaviour continues after this meeting and the pupil is:
  - a) sent out of class repeatedly
  - b) is kept in for part of lunchtime
  - c) there are several episodes of a pupil using the 'reflection table' in one half term

Then the pupil goes on an individual behaviour plan for 2 weeks and the parents/carers are invited in to the Class Teacher and a DHT/Senior Leader. Being on a behaviour plan means the pupil will have 2/3 short-term targets to improve their behaviour over the two weeks with the associated rewards and sanctions. Once the two weeks are up the Class Teacher & Senior Leader will meet and review the pupils progress, if they have improved they will then come off the Behaviour Plan. IF they have still not improved, they will move to being on 'report'

- 8 'On report' involves the pupil having to show the comments collected from their teacher at the end of the morning and the afternoon sessions to the Senior Leader/DHT to monitor the pupil's behaviour and engagement in learning. This will be reviewed with the pupil, parent/carer, Class teacher and Senior Leader/DHT every 2 weeks. Pupils who are on report lose privileges such as going on trips.
- 9 If there is no improvement in the pupil's ability to make positive choices, the Senior Leader/DHT & teacher will discuss the case with the Principal. The school may then look to the LA for support (Victoria House, EP, etc.). This process would help to identify the cause of certain behaviours and could constitute moving to external agency support.

10 If there is still no improvement, the school may need to enforce fixed-term exclusion. This may be followed up with a permanent exclusion should there be no improvement in behaviour.

Racist comments, swearing, fighting and acts of violence towards pupils or staff will lead straight to a seclusion with a DHT/Principal involvement which (if repeated) may lead to fixed-term or permanent exclusion.

All racist incidents must be reported to the Principal stating the first and last names of the pupils involved the date and the nature of the incident. Forms for recording these incidents are in the staffroom. The Principal reviews all incidents half-termly and reports them termly to the Governing Body in the Head of School's report.

All serious incidents (*a serious incident is when fight occurs/blood is drawn or a pupil has broken school equipment*) must be reported to the DHT responsible using the form found in the staff room stating the first and last names of the pupils involved, the date, time, location and the nature of the incident on the correct form. An incident that occurs during lunchtime will be dealt with by the Senior Midday-Supervisor and pass the completed form to the DHT.

The lunchtime reflection table is only to be used specifically for lunchtime incidents.

Any allegations against staff will be dealt with by the Principal. Any allegations against the Principal will be dealt with by the Chair of Governors (refer to the safeguarding policy for further details).

In order for this policy to be most effective, there needs to be:

- High levels of staff confidence in using the policy **consistently** throughout the school through effective training for all members of staff.
- A clear understanding that one set of procedures does not always fit every pupil. It depends on the individual and their circumstances.
- Lunchtime staff could use a red card system and ensure that they inform the class teacher at the end of lunch break.
- Agreement amongst staff as to the kinds of behaviours that might trigger a name on the board to ensure consistent application.
- Parents need to be informed of any policy change regarding behaviour and opportunities should be given by the school to raise any concerns.
- Behaviour folders need to be monitored half termly to review school policy and procedures.

Each class needs to have:

- A classroom charter detailing pupils' rights and responsibilities and signed by all who work in the class.
- A space where pupils can be sent to sit on their own to reflect on their behaviour.
- An identified partner class.
- A behaviour ladder on display.
- A behaviour folder containing formats for recording behaviour incidents, copies of letters to go home etc.

All members of staff need to know that they will be supported as long as they have adhered to the school's policy on behaviour.