



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

All things are possible for one who believes' Mark 9 v 23

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Behaviour & Discipline Policy

Date reviewed – November 2019

Date to be reviewed – November 2021



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Policy on Behaviour and Discipline

This policy outlines the whole federations strategies used when dealing with behaviour. It sets out a framework through which positive behaviours are celebrated and inappropriate behaviours are challenged.

Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care , Large enough to inspire , Valuing All God's children**' is at the core of everything we do. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

'All things are possible for one who believes' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.



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It is a primary aim of our federation that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We believe there are 3 basic rights for both children and adults in class and school:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect

All rules are designed to protect these rights and everyone has a responsibility to protect these rights through their own behaviour and actions. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly. Teachers establish what the systems and rules are and are relentlessly consistent in applying them. This policy aims to help children grow in a safe, calm and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and punishments

We praise and reward children for good behaviour in a variety of ways:



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- Teachers congratulate children.
- Teachers award and support staff award Dojo's stickers
- Every term we hold a 'VIP' assembly
- Weekly assemblies where children are awarded 'Star of the week'
- All children are encouraged to show their work in assembly

The school follows a behaviour charter. (See below)

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher will give the pupil a verbal warning. If a child continues then they will be subject to time out
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session to ensure safety for all.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and this is then acted upon by either the child being given school service, put on report and possibly parents informed.
- We expect our pupils to maintain the same standards of behaviour outside of school as in. This applies to all school trips, whether day or residential, visits within the local community i.e. local church, sporting events and educational opportunities within other schools.
- We expect our children to maintain the good reputation of our school at all times, especially when wearing the uniform of the school in the local community.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place we act immediately to stop any further occurrences of such behaviour. The school holds a separate Bullying Policy.

The school has a School Charter which the children wrote and designed themselves.



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The Charter is displayed around the school to remind children of the rules and also what they are rewarded for and how they are rewarded. If a child breaks the School Charter the following steps apply:

- Step 1 – Warning- verbal by teacher explaining how the behaviour is inappropriate.
- Step 2 – Second warning and reminded of the school rules
- Step 3 – Time out for reflection – in a quiet area away from others.
- Step 4 – School service
- Step 5 – If more than 3 school service in a term the child is put on report and parents invited for a meeting
- Step 6 – Given a strike. If more than 3 strikes the child will be excluded from school activities e.g. residential trips

The Use of Reasonable Force

In the interest of maintaining a safe and secure environment, members of staff have the power to use reasonable force to prevent pupils from committing an offence, causing injury to themselves or others or damaging property. Staff have this power to allow them to maintain good order and discipline in the classroom and around the school.

Searching, Screening and Confiscating

School staff can search a pupil for any item if the pupil agrees; consideration will be given to the fact that a child's ability to give consent may be limited by the child's age or other factors.

The headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds to suspect that a child has a prohibited item. Prohibited items are things such as:

- Weapons;
- Alcohol;
- Stolen items.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider to be harmful or detrimental to school discipline.



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Recording and Monitoring of Incidents of Inappropriate Behaviour

The Forest Federation recognise the importance of monitoring so that patterns in behaviour can be identified and addressed. Central records are kept and all serious offences are logged.

The Role of the Class Teacher

- It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, and enforces the school rules consistently. The teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the school lead, deputy headteacher or headteacher. Records are shared.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It



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is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of Parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- The school expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school lead, deputy headteacher or executive headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.



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- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion and the standard guidance '*Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units*' (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. The relevant internet address is:

www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

- Only the headteacher has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.



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- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

Drug- and alcohol-related incidents

- It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping.
- The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the headteacher.
- If the offence is repeated, the child will be permanently excluded.
- If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.



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Monitoring and review

- The headteacher monitors the effectiveness of this policy on a regular basis through the termly teaching and learning monitoring reviews. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour eg school service records. The headteacher records those incidents in which a child is sent to him/her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incident book that we keep in the office.
- The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance '*The Duty to Promote Race Equality: A Guide For Schools*', and that no child is treated unfairly because of race or ethnic background.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.