



# **The Forest CE Federation**

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## **The Forest CE Federation**

### **Behaviour & Discipline Policy**



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## The Forest C E Federation Policy on Behaviour and Discipline

### Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

### Legislation and statutory requirements

This policy is based on advice from Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

- Section 175 of the Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

**Misbehaviour** is defined as:

- Disruption in lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude



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**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects 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 pupil)

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence



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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## Roles and responsibilities

### The governing body

- The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1)

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 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 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.



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## Staff

- All staff are responsible for modelling positive behaviour.
- All staff have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils behave in a responsible manner.
- Staff treat each pupil fairly and enforces the school rules consistently.
- All staff treat pupils with respect and understanding.
- Staff provide a personalised approach to the specific behavioural needs of particular pupils.
- Staff record behaviour incidents.
- Senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the School Charter
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- 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 headteacher.

## Rewards and sanctions

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

- Teachers congratulate children.
- Teachers and support staff give children commendation stickers.
- Every term we hold a commendation assembly where children are presented with certificate's they have earned from stickers they have collected
- All children are encouraged to show their work in assembly
- Special responsibilities
- VIP assemblies

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 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.



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- 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 always maintain the good reputation of our school, 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 hold a separate Bullying Policy.

## School Charter

The Charter is displayed around the school to remind children of the rules and 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 are asked to come into school 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

## Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignores.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis



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The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 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.

## 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



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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.

## 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.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have 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
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### Malicious allegations

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- The school will follow our policy on allegations against staff.





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## Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection
- Exclusions



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## Appendix 1

### The Forest C E Federation

## Governors' Statement of Behaviour Principles

### Introduction

Our school is committed to providing an environment where all members of the school community can feel safe, happy, accepted and included at all times. We respect and value all children and believe every pupil should be able to participate in all school activities in an enjoyable and secure environment. We hold an important place in educating the young people of tomorrow so that they can take a positive and pro-active role within their community now and in the future.

### Principles

**Right to feel safe at all times:** All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to our Behaviour Policy.

**High Standards of Behaviour:** The Governors strongly believe that high standards of behaviour lie at the heart of a successful school. They believe that good teaching and learning promotes good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach. The Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

**Inclusivity and Equality:** We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. The school's legal duty in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the Policy on Behaviour and Discipline and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

**School Rules:** School rules will be detailed in our Policy on Behaviour and Discipline. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence. We expect all staff will support the rules and codes and ensure consistent application and expectations across the school day.

**Rewards and Sanctions:** We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school. The Policy on Behaviour and Discipline sets out a range of defined rewards and sanctions that encourage good behaviour, discourage



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unacceptable behaviour and that can be applied consistently and fairly across the school. The reward and sanction system will be monitored regularly for consistency, fairness and effectiveness.

**The use of Reasonable Force or Other Physical Contact:** The Governors expect the Policy on Behaviour and Discipline to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. At all times the use of force should be a last resort and the Governors expect that authorised staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. There is a statutory duty to record and report all significant incidents including all use of force. In cases where particular physical intervention techniques are identified as being necessary for particular pupils, the Governors expect individual pupil behaviour management plans to be drawn up.

**The Power to Discipline for Behaviour Outside of the School Gates:** The Governors expect the Policy on Behaviour and Discipline to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or reported to the school. In this respect the Policy on Behaviour and Discipline must include the school's lawful response to any bad behaviour when the child is:

- Taking part in any school organised or school related activity
- Wearing school uniform
- Travelling to and from school
- In some other way, identifiable as a pupil at the school.

Even if the above conditions do not apply, the Policy must take account of misbehaviour at any time which:

- Could have 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.

**Pastoral Care for School Staff Accused of Misconduct:** The Policy on Behaviour and Discipline must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. However, they would expect the Headteacher to draw on and follow the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. In addition, the Policy on Behaviour and Discipline should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.



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## Appendix 2

### Behaviour log

PUPILS NAME	
NAME OF STAFF MEMBER REPORTING THE INCIDENT	
DATE	
WHERE DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE)	



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