



Behaviour Policy 17-18

The Forge School

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Introduction

At The Forge we believe everyone has the potential to develop and become their best self. We believe in offering our pupils the opportunity to improve their life chances by offering them different perspectives, broadening and raising their expectations and offering them opportunities to experience and develop new skills. We ensure the delivery of a relevant and effective curriculum which develops skills, knowledge and understanding and ensures our pupils have the best possible chance for future progression, reintegration into mainstream schools or the appropriate alternative. We model positive behaviour, calm responses and predictable consequences. All of the work that takes place at The Forge is underpinned by the three meanings of the word 'forge':

'to forge ahead' (verb) – this signifies rapid academic progress

'a forge' (noun) – a place where transformation occurs, this signifies re-engagement

'to forge' (verb) – something not genuine, a façade. We work with young people who show hostility and aggression to hide their vulnerability. Our work under this pillar promotes change from within and new perspectives.

The Forge endeavours to provide a safe learning environment in which pupils can feel safe, enjoy and achieve. The Forge recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment to promoting positive learning behaviours and good order. The Forge approach emphasises positive strategies and the use of a range of interventions to enable an environment of co-operation, respect and shared responsibility. Behaviour is communication and The Forge approach is always to respond to this communication in a positive and emphatic manner via the vehicle of relationship.

Our work at The Forge is informed by the Thriveftc Approach. Thrive is a dynamic, developmental approach to working with children that supports their emotional and social well-being. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Learning to be skilful in relationships and ready for challenges requires experiencing, feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within the community and equips them to be ready and willing to learn.

To achieve these outcomes teachers and other Forge staff will be supported so that they are skilled at managing and improving student's behaviour. The Head teacher and the Senior Leadership Team will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting staff to address anti-social and disruptive behaviours, and the pupils who exhibit such behaviours ensuring consistency in approach is achieved by all across the school.

The purpose of the Behaviour Policy

To provide a simple, practical code-of-conduct for staff, pupils and parents which:

- ✓ Recognises behavioural norms
- ✓ Positively reinforces behavioural norms
- ✓ Promotes self-esteem and self-discipline
- ✓ Teaches appropriate behaviour through positive interventions

Expectations

At The Forge we believe all of our pupils can do well. We encourage success by supporting them to meet the following expectations:

Be ready to learn

- ✓ Be on time, use a clock or wear a watch
- ✓ Wear school uniform
- ✓ Eat and drink in appropriate places
- ✓ Hand in mobile phones, coats, hats or hoodies

Be Respectful

- ✓ Listen to others and expect to be listened to
- ✓ Use appropriate language
- ✓ Keep hands, feet, objects and personal comments to yourself
- ✓ Look after the building, displays and equipment
- ✓ Attend and be punctual

Be Safe

- ✓ Follow classroom rules for health and safety
- ✓ Be in the right place at the right time

To achieve our aims staff at The Forge will:

- ✓ Share the value of and place emphasis on teaching and learning
- ✓ Recognise, praise and reward positive behaviour
- ✓ Ensure early intervention
- ✓ Ensure pupils follow The Forge Expectations across the school
- ✓ Use the PLACE approach
- ✓ Support, encourage and nurture our pupils through positive relationships and by modelling positive behaviours
- ✓ Work in partnership with parents and carers

- ✓ Provide a safe, supportive, nurturing, compassionate environment for our pupils

Positive reinforcements and rewards

The Forge recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both the impact of reinforcing expected behaviours and has a motivational role in helping pupils to recognise that positive behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The following underpins all of our interactions with pupils and each other:

- ✓ Respect each other
- ✓ Listen to each other
- ✓ Treat everyone as an individual
- ✓ De-escalate incidents and seek to find a resolution

These follow The Forge Code of Conduct which states:

- ✓ We respect ourselves, others and The Forge
- ✓ We take pride in our achievements and appearance
- ✓ We come to school to succeed and are ready to learn
- ✓ We take responsibility for our actions and learning
- ✓ We believe in our futures and our ability to achieve

Our success is tested not by the absence of challenges but in the way we address them. The Forge approach uses a range of rewards and positive reinforcement strategies. Examples of these include:

- ✓ Praise
- ✓ Written comment on work/in book
- ✓ Stickers
- ✓ Subject stamps
- ✓ Certificates
- ✓ Weekly awards
- ✓ Mention in assemblies
- ✓ Motivational rewards/prizes
- ✓ Special awards
- ✓ Criteria for Reward Trip
- ✓ Phone calls/ letters/ postcards home

By these means The Forge seeks to motivate students, create a positive learning environment, raise pupils' self-esteem and provide systems which can be used by all staff to contribute to raising levels of achievement.

Clothing, behaviour around the building and out of lessons

Students are expected to behave in a manner which respects themselves and others. This applies to appropriate language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration.

Positive behaviours include setting high standards by wearing appropriate uniform and moving around the school in a manner which is orderly and respects the health and safety of others.

Expectations regarding uniform and orderly conduct are reinforced by all staff across the school.

Behaviour in lessons

All pupils are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with The Forge's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours and students displaying adverse behaviours, will be addressed via The Forge's levels of behaviour code and appropriate sanctions.

Disciplinary sanctions

Dependent on pupil age, the nature of the offence and severity of behaviour we adopt a range of strategies and interventions to correct student behaviour. The range of sanctions may include:

- ✓ Modelling appropriate behaviours
- ✓ Not gaining points
- ✓ Restorative approach
- ✓ Catch up with work during break time, lunchtime or after school
- ✓ Removal from the lesson to work under supervision elsewhere
- ✓ Setting improvement targets
- ✓ Internal and external exclusions
- ✓ Police support
- ✓ Report cards
- ✓ Parental meetings
- ✓ Home visits
- ✓ Reflective meeting
- ✓ Catch up meetings with LSP
- ✓ TATE
- ✓ Recording of all events on Sleuth
- ✓ Uniform cards

Sleuth

SLEUTH is our online behaviour monitoring and tracking system; this is an integral asset to this policy. Sleuth is structured on a points based system that tracks and monitors pupil behaviour, achievement and attendance to lessons throughout the day. In each lesson a pupil is able to obtain a maximum of 9 points as follows; behaviour (3points), attendance (3points) and achievement (3points). This is then broken down into 15 minutes sections of the lesson where a pupil is able to obtain 3 points (1 for behaviour, 1 for attendance and 1 for achievement). The points accrued by pupils will then inform the decisions made around interventions, consequences and rewards. The accrued points will also enable Forge professionals to track and monitor trends in behaviour either as individual pupils or collaborative groups. Sleuth enables staff to not only record points and specific information regarding incidents but also add an action to the event to display interventions, consequences or rewards. This ensures that all information inputted on sleuth has a defined outcome that is recorded and monitored.

Pupils' positive and negative behaviours will be recorded on a class by class basis via Sleuth. See Appendix 2.

For pupils achieving :

8-9 points positive verbal praise by classroom teacher

7-6 points

5 or below action required by the team around the pupil at the end of school day

Points will be tracked and monitor by key staff surrounding each pupil on a daily basis and appropriate actions (in line with the ladder of behaviours) will be implemented for each pupil.

Weekly analysis of sleuth data will take place and appropriate awards and sanctions implemented as appropriate.

In relation to providing a whole school approach to addressing behaviour refer to Appendix 1. Levels of behaviour which provides an outline to subsequent consequences and actions. Level Three behaviour will be referred via sleuth to the Heads of Pupil Experience and will result in an external exclusion followed by the outlined reintegration process.

Exclusion

The Forge will take all reasonable steps to meet individual pupil need and help pupils to make positive changes in order to access their education; this is informed from the core principles of the Forge (Rapid progress, Re-engagement and change from within). During times where pupils display Level 3 behaviours a fixed term exclusion or permanent exclusion maybe implemented.

Freedom from bullying

The Forge recognises that for pupils to feel and be safe, they need to be supported and protected from the impact of bullying. The Forge acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on schools and academies to have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. In respect of anti – bullying the Forge seeks to: -

- Actively involve and inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies whilst taking appropriate disciplinary sanctions
- Enable pupils to understand the part they can play to prevent bullying, including when they find themselves as bystanders
- Make it easy for pupils to report bullying with confidence of being listened to and incidents acted on. This includes in and out of school concerns including cyber bullying.
- Update policy and practice including new technologies, for example updating ‘acceptable use’ policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through PSHE and role modelling positive behaviours
- Work with the wider community such as Police and Children’s Services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- The broader element of ensuring that students are able to understand and respond to risk are covered by the Forge’s safeguarding practices and through SEAL and PSHE programmes.

Screening and searching pupils

The Forge acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students. As a result the Forge staff may search pupils clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff. The designated staff are:

Heads of Pupil Experience/Lead Support Practitioner/Lead Nurture Group Practitioner and in their absence the Head/Deputy Head

The Forge may also deem it appropriate to request police involvement

Team Teach

The Education and Inspections Act 2006 stipulates that reasonable, proportionate and necessary force may be used to prevent a pupil from doing or continuing to do any of the following: -

- Self-Harm

- Cause injury to others
- Commit a criminal offence
- Engage in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom or elsewhere within the school including afterschool enrichment activities.

As a duty of care, all staff at the Forge are expected to complete Team Teach basic training and discharge these duties as and when required. Staff will have the option to complete the Team Teach advanced training in order to further support pupils' as and where necessary.

Malicious accusations against the Forge staff

The Forge recognises that there may be occasions when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns. However, where the allegation is clearly one of malicious intent or fabrication, the Forge will give due regard to the most appropriate disciplinary consequence as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The Forge will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

Active involvement of parents

The Forge believes in a strong partnerships with the parents and carers of our pupils. The Forge will continuously seek to involve parents and carers throughout their children's journey and inform them of progress on behaviour, attendance and achievement. Approaches may include: -

- Progress Review Days
- Phone calls
- Text messages
- Emails
- Letters
- Reintegration meetings
- Follow up and routine communication
- Invitations to agency meetings
- Home School Agreements

Parents and carers are more than welcome to approach the Forge staff for informal and formal discussions about their child's education. We ask that these enquiries are directed to the Lead Support Practitioner and/or Heads of Pupil Experience who will gather appropriate information and cascade.

In line with a strong partnership it is expected that parents and carers provide the Forge with a current contactable number.

Monitoring, Evaluation and Review

Both Heads of Pupil Experience will monitor the implementation and effectiveness of this policy, review it annually through the use of relevant data and report to the governing body. The policy will be promoted and implemented throughout the Forge.

Related policies

- Exclusion Policy
- Anti-Harassment and Bullying Policy
- Search Policy
- Drugs and Substance Misuse Policy