



Forest Gate Community School

Fly, Grow, Connect, Strive

Behaviour Policy

1.0 Forest Gate Community School Mission Statement

Forest Gate School is a learning community where our students have high aspirations for themselves and each other. We are creating a place of learning for each and every student in our care and nothing will stand in the way of this entitlement. All of our students have the right to grow into well-informed, confident individuals who are able to demonstrate independent learning and responsibility in their attitudes towards one another.

2.0 Policy links to School mission, aims and values

All of the work of Forest Gate School is intended to support the delivery of our mission statement in full.

This policy specifically is intended to ensure that the school remains a positive and safe environment for students and staff. Students have the right to learn and work, and teachers to teach, without disruption from others. Everyone has a right to feel safe in our school irrespective of their race, gender, religion, sexuality or specific need.

3.0 Statutory Framework

This policy is guided by the 2012 behaviour guidance (updated) issued by the DfE, and the Education Act of 2011.

4.0 Purposes

This policy specifically is intended to:

- Encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect
- Encourage young people to take responsibility for their behaviour
- Encourage students to achieve high standards in learning and behaviour
- Celebrate achievement and to discourage negative behaviour
- Tackle incidents/instances of poor behaviour effectively and fairly
- Allow teachers to teach high quality, imaginative lessons
- Foster an environment where members of the school community will treat each other with respect.

5.0 Monitoring

Leaders within the school at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The school's SDP includes a section on behaviour and this is monitored termly. Behaviour within faculty areas and year groups will be

monitored regularly through line management. The sanctions ladder indicates how behaviour will be monitored by the leadership group.

6.0 Links with other policy areas

The policy links with our teaching and learning policy, our safeguarding policy, our anti-bullying policy, our staff code of conduct, our attendance policy, and our Home School Agreement.

7.0 Communication

The information in this policy will be communicated thus:

- For students - in their student planner and on the relevant section of the school's website.
- For staff - in the staff handbook and in the relevant sections of the school's website
- For parents/carers - in the induction guidance, home-school agreement, and in the relevant sections of the school's website

8.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy demands that we work closely with parents. To this end, each year group has a Head of Learning and a Student Manager who will ensure regular contact with parents for students with behavioural difficulties. We also employ a parent support worker to help keep students on track, and we liaise with outside agencies such as child services where required.

9.0 FGCS Behaviour Policy Details

All teachers, teaching assistants and other paid staff with responsibility for students have the power to discipline students in school and (in certain circumstances) outside school.

We expect staff to encourage an effective learning environment by:

- Being punctual, consistent and fair in ensuring the expected behaviour outlined above is seen in school
- Making lessons appropriate and stimulating, using assessment for learning
- Ensuring students stay in class throughout lessons (medical reasons excepted)
- Ensuring lesson changeovers are reasonably quiet and orderly and not dismissing students early
- Maintaining close home/school contact
- Being smart in their dress code and abiding by the 'Code of Conduct at FGCS' document

We will reward and celebrate the achievement of our students by using the following:

- Words of praise
- Comments in books
- Class rewards.
- Special assemblies
- Special events and activities such as reward trips
- Displaying work and pictures throughout the school.
- Annual whole school prize giving
- Lapel pins

We have a rewards ladder which we aim to follow to reward student behaviour.

We expect our students to behave well. We expect students to:

- Arrive on time to school and lessons
- Be in correct uniform
- Follow reasonable instructions
- Engage in lessons fully
- Try hard to complete classwork, homework and coursework
- Treat other students and all of the school community with respect
- Follow instructions first time
- Be helpful, polite and honest
- Show care and compassion to others

The following are some examples of what we consider to be unacceptable behaviour and the list is not exhaustive:

- Swearing
- Violence or threatening behaviour
- Damage to property
- Being in possession of a weapon
- Rudeness
- Not following teacher instructions
- Distracting others
- Not completing class work, coursework or homework
- Bullying
- Discriminatory language such as homophobia.
- Lateness to school or lessons
- Truancy from school or lessons
- Abuse of the school email or ICT network
- Smoking including the use of vaping and E-Cigarettes
- Inappropriate use of social media and ICT
- Disrespecting members of the school community
- Bringing the school into disrepute.
- Theft

These are the key strategies we will use to deal with students who behave unacceptably:

- Recording a demerit on the school information system
- Removal from class by our on call system
- Sending students home to change their uniform
- Asking students to make up for lost time
- A reminder of expected behaviour in and around school
- Letter or phone call to parents
- Parental meeting
- Withdrawal from lessons on a temporary basis
- Confiscation of items
- Teacher, department and school detentions.
- Internal Exclusions
- Fixed Term Exclusion
- Managed move to another school
- Direction to an off-site provision
- Permanent Exclusion

We have a sanctions ladder which we aim to follow to deal with poor behaviour.

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- Threats and/or assaults on a member of staff
- Possession of an offensive weapon such as a knife
- Possession of drugs

Confiscating Items

Prohibited and banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer.

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes and vaping devices, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.

Banned items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, mobile phones and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school.

Searching Students

The Headteacher can authorise a search without consent for items including stolen property. (See below for instances where force may be used.)

Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DFE document 'Use of reasonable force - Advice for head teachers, staff and local school board').

Force may be used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil
- to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and

cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Incidents Outside of the School

In accordance with the Department for Education's "Behaviour & Discipline in Schools", the school has a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable". This would include any misbehaviour when the student is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school. In extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school or could pose a threat to another student or member of the public, or could adversely affect the reputation of the school. In rare cases, the school may decide to educate a student elsewhere.

Internal Exclusions

An internal exclusion at FGCS means that a student will complete their set work in The Behaviour Improvement Room which is staffed by members of the Senior Leadership Team and Year Teams for the day. They will also not be permitted to be in the playground at break or lunchtime.

External Exclusion

The letter which is issued when a student is excluded explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded pupil after a period of 5 days.

Direction to Off – Site Provision

In certain circumstances, and at the discretion of the headteacher, pupils may be directed to off-site provision.

Managed Moves

The local authority operates a protocol on managed moves. The school will consider all pupils whose behaviour warrants a permanent exclusion for a managed move, subject to the strictures laid down in the managed move protocol.

Procedures

- If an incident is deemed serious enough to involve fixed term exclusion, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them
- Work will always be provided for the length of the exclusion.
- Parents will be requested to meet with a member of the Year Team or Leadership Team on the day that the student returns to school to ensure such events don't reoccur
- Procedures to appeal against a decision are also clearly outlined in the letter

Pastoral Support Plans

On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance the school will put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 16 week plan that will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A PSP involves regular reviews to assess progress and make amendments as needed.

Responsible for review:	C Whelan
Version:	04
Reviewed:	April 2017
Next review date:	April 2020