



The Forest High School

Student Behaviour for Learning Policy and Procedure

If you would like this document in an alternate format
Please contact the SGS-GS Human Resources Department

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Job title/role:	Headteacher
Ref. No.: Q/P	Date of this version: 01 September 2019 Review date: Upload to FHS website? Yes
Approved by:	SGS AT Board of Trustees
Date:	16 October 2019



Main aim and purpose of the policy:		To articulate the Group and College approach to Quality and Quality Improvement			
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	✓	<input type="checkbox"/>	✓	✓	
Disability	✓	<input type="checkbox"/>	✓	✓	
Gender Reassignment	✓	<input type="checkbox"/>	✓	✓	
Race or Ethnicity	✓	<input type="checkbox"/>	✓	✓	
Religion or Belief	✓	<input type="checkbox"/>	✓	✓	
Marriage	✓	<input type="checkbox"/>	✓	✓	
Pregnancy/ Maternity	✓	<input type="checkbox"/>	✓	✓	
Sex	✓	<input type="checkbox"/>	✓	✓	
Sexual Orientation	✓	<input type="checkbox"/>	✓	✓	
Carers/ Care givers	✓	<input type="checkbox"/>	✓	✓	
Persons in care	✓	<input type="checkbox"/>	✓	✓	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
	None	A little	Some	A lot	
	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	This policy allows for reasonable adjustments to be made where extenuating circumstances are connected to a protected characteristic – no student will be subject to disciplinary action by virtue of a protected characteristic; or, where that characteristic frustrates compliance or intended compliance.
Disability	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Pregnancy/ Maternity	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	



What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input checked="" type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p><i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact</i> <i>John Whitehead Date: 26 September 2019</i></p> <p>Position: Headteacher</p>					

Behaviour for Learning Policy and Procedure

‘Students value the restorative practices that help them understand right and wrong, and encourage them to take responsibility for their actions.’ Ofsted (2010)

Part 1: Behaviour For Learning Policy

1. Introduction

SGS Academy Trust (SGS AT) aims to provide a supportive learning environment which recognises every student’s rights and responsibilities. We aim to treat everyone we have responsibility for with respect and dignity, and to provide a positive learning and working environment free from discrimination, harassment or victimisation.

2. SGS AT Statement of Principles: Positive Behaviour

The Trust’s approach to promoting positive **behaviour** in students requires school policy and procedures to promote the following four characteristics of positive behaviour in students:

- Respect
- Responsibility
- Resilience
- Recognition

These characteristics help students become more successful in their learning,



increasing their chances of achieving their potential and progressing to further study or employment. These characteristics are embedded within the Trust's Pre-16 Learning Excellence Framework.



3. **SGS AT Statement of Principles: Restorative Discipline**

The Trust embraces a restorative approach to maintaining **discipline** within its schools and requires school policy and procedures to promote best restorative practices (including mediation) as approved by the Anti-bullying and Youth Justice Board, the Ministry of Justice and the Department for Education. Restorative practices will hold offenders to account for what they have done, help them to understand the real effect of what they have done, and make them take responsibility or make amends.

4. **Forest High School Vision**

Our vision at The Forest High School is that all students achieve their potential. We believe students should be inspired by their learning experience at the school and in turn inspire others.

We believe that the highest standards of academic achievement and well-being can only be attained where the highest standards of personal conduct and behaviour exist.

5. **Purpose of this policy**

a. The purpose of this policy is to achieve high standards of student behaviour by providing the framework for managing and enabling positive and respectful student behaviour. It aims to improve behaviour and give others the chance to:

- tell offenders about the real effect of negative behaviour;
- get answers to questions; and
- get an apology.

Restorative practices hold offenders to account for what they have done, help them to understand the real effect of what they have done, and make them take responsibility or make amends.

- b. The student behaviour procedure applies to all our students. The procedure is set out in part 2 of this document.
- c. In some circumstances, the student behaviour procedure may be adapted if it is in the student's best interests (for example, when the student may benefit from support from an internal or external agency).



d. We have clear expectations and standards that students must keep to. We will use the student behaviour procedure to tackle the behaviour of students who do not meet these standards.



6. Aims of this policy

All stages of the student behaviour procedure are designed to promote respect, responsibility, resilience and recognition.

a. Respect

- Treating others the way you want to be treated.
- Respecting other people's freedom and property.
- Being tolerant and respecting others.
- Listening to, and trying to understand, other people's points of view.
- Not judging people by their appearance.
- Solving disagreements peacefully, without violence.
- Dealing with anger peacefully and never using physical force to show anger or get what you want.
- Being polite.
- Not hurting others by embarrassing them, putting them down, or insulting them.

Self-respect is at the heart of respecting others.

b. Responsibility

- Taking responsibility for your choices and so your life.
- Doing the things you say you will do.
- Accepting the results that come from your actions.
- Knowing the difference between right and wrong.
- Stepping up to do something when nobody else will do it.
- Thinking things through and making informed decisions.

c. Resilience

- Becoming increasingly independent, responsible and understanding.
- Being unselfish.
- Approaching people and situations with hope and trust.
- Communicating well with others, solving problems and successfully handling negative thoughts, feelings and behaviour.

d. Recognition

Recognition leads to a deeper understanding of ourselves and our environment, and increases the emotional intelligence of our students.



7. Criminal activity

- a. We can report anything that may be a crime to the police and advise victims to do so.
- b. We may put disciplinary action on hold until any criminal proceedings have been completed.



8. Responsibilities, expectations and standards

- a. **Students** - In order to create an outstanding learning environment which supports, fosters and encourages positive behaviour students should adhere to the *Learning Commitment*.
- b. **Teachers** - In order to create an outstanding learning environment which supports, fosters and encourages positive behaviour staff should adhere to the *Learning Commitment*.
- c. **Parents/Guardians** - In order to support the school in meeting its aims parents should ensure that they fulfil guidance as presented in the *Home School Agreement*.
- d. **School Board members** - School Board members will support the school in maintaining high standards of behaviour by agreeing and monitoring the implementation of this *Behaviour for Learning Policy*.

9. What the students will receive

At each stage of the procedure the student will receive:

- clear reasons for starting the procedure;
- details of the procedure and the consequences if the behaviour continues;
- details of the appropriate restorative practices;
- details of how to appeal;
- details of how the matter will be recorded;
- information about who will be told about the matter

10. Related documents

- SGS AT Statement of Principles – Behaviour and Discipline
- SGS AT Equality Objectives
- FHS Learning Commitment
- FHS Home School Agreement

11. Expectations and standards:

a. Students **must do** the following:

Commit to:

- engage with and follow the Learning Commitment to help their development as a student;
- attend The Forest High School regularly, on time and coming properly equipped;



- participate fully in learning including, where appropriate, assisting and sharing with other students;

- do all assigned classwork and homework as well as they can;
- participate in other activities and make helpful contributions to the life of the school whenever they reasonably can;
- wear the school uniform with pride and be tidy in appearance.



Ensure good **Communication** by:

- talking to my parents about both my successes and any concerns or problems at the school;
- talking to teachers about ways to improve my learning and about any concerns or problems I may have.

Give **Respect** by:

- being polite and considerate to all other students; to teachers and other staff; and to visitors;
- not disrupting the work of other students, allowing them to get on with it;
- being respectful to my teachers and other staff by listening to and respecting their advice and instruction;
- caring for school property and equipment and promptly reporting any damage or problems.

b. Students must not do the following:

- Smoke on school premises (including e-cigarettes)
- Behave in a disruptive, aggressive, abusive, intimidating or antisocial way.
- Disrupt or interfere with the education or learning of others.
- Display or circulate any material which is designed to offend or distress others.
- Be under the influence of alcohol or recreational drugs while at school.
- Possess or use toxic, dangerous or controlled substances.
- Make or send annoying, obscene, malicious or indecent phone calls, text messages, emails or any posts on social media.
- Cause malicious damage to, or theft of, other people's property.
- Carry any knives, weapons or any other object to be used in a threatening way.
- Falsify school documents or provide work for assessment which has not been produced or authorised by them.
- Take part in any illegal activity.
- Behave in any way which could damage the school's reputation.

c. In addition, students must not bring any of the following prohibited items on to school premises:



- 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.



Part 2: Behaviour for Learning Procedure

1. Principles of Behaviour for Learning Procedures

- a. The most effective behaviour for learning procedures are those that emphasise the importance of choice. We will instil a culture in which our students recognise and take responsibility for their behaviour. As staff, the procedures facilitate reflection on the notion that positive and negative behaviours are the result of conscious choice.
- b. Consequently, as students progress through the different stages, staff will remind students that they have a choice. This should create a culture in which our students take responsibility for their actions. If they choose not to respond to the restorative opportunities in a positive manner then they have effectively chosen to escalate the level of sanction. Similarly, those students who make positive choices should be praised and rewarded.
- c. Prior to imposing sanctions staff should engage in a range of positive behaviour strategies to de-escalate situations and refocus disaffected students.

2. Rewarding Positive Behaviour

At FHS we believe that positive behaviour should be rewarded. Students can earn a range of points for good behaviour choices. We will seek to ensure that these reward points are recognised, celebrated and given further reward where appropriate.



INDIVIDUAL STUDENTS: TYPES OF REWARD & RECOGNITION	
Reward	Reason/What for
House Point	For demonstrating one of The Forest High School's Core Values
Tutor/HoH/DHOH Contact Home	For consistently working hard or for an exceptional piece of work. Department/House to decide if this will be in the form of postcard, letter, certificate or phone call.
House Student of the Month	Subjects to nominate their student of the month (one from each House) consistently showing an excellent attitude or for outstanding work/progress/achievements
House Colours for subjects	Given to nominated students for demonstrating consistently throughout the year outstanding behaviours in all Core Values for that subject and/or outstanding achievement.

3. Sanctions and Restorative Actions

The school will use the following in response to unacceptable behaviour:

LEVEL 1 Recorded Warning	<p>Level 1 - Disruptive Behaviour (talking instead of listening, persistent/disruptive calling out, interrupting others, distracting others, being uncooperative, inappropriate language, silly behaviour)</p> <p>Level 1 - Inadequate work (Not completing the required standard of work)</p> <p>Level 1 - Mobile phone (phone to be confiscated until end of day)</p> <p>Level 1 - Eating/chewing</p> <p>Level 1 - Other minor behaviour (please provide detail)</p> <p>Level 1 - Wearing Uniform Incorrectly (e.g. skirt rolled up, hair down, jewellery, scarf, nail varnish and any other item that can be easily adjusted/removed).</p> <p>Level 1 - Organisation/Minor missing equipment (Minor missing equipment e.g. pen, textbook)</p> <p>Level 1 - Arrive late to lesson</p>
LEVEL 2 15 minute Detention after school that Day	<p>Level 2 - Two warnings (i.e. two Level 1s) in one lesson (please provide detail)</p> <p>Level 2 - Disrespectful Behaviour (arguing/answering back, refusal to follow instructions or disrespect to others)</p> <p>Level 2 - Wrong Uniform/Repeated Level 1 (without a note/genuine reason e.g. trainers, wrong</p>



	<p>tights, trousers or items that needs to be lent out or has already been given a L1 by the same teacher that day. Students will be given a uniform card if the issue can't be rectified that day.</p> <p>Level 2 - Missing Essential Equipment (without a note/genuine reason, that stops a student from fully taking part e.g. PE kit, food ingredients, specific book needed for lesson)</p> <p>Level 2 - No Homework (without a note/genuine reason)</p> <p>Level 2 - Arrive late to school (without a genuine reason)</p>
<p>LEVEL 3 Removal & 1 hr after school SLT Detention</p>	<p>Level 3 - Three warnings (i.e. three Level 1s) in one lesson (please provide detail)</p> <p>Level 3 - Continual Disrespectful Behaviour (please provide detail)</p> <p>Level 3 - Failure to attend a Level 2 detention</p>
<p>LEVEL 4 Removal & Discretionary Detention and or Fixed Term Exclusion</p>	<p>Level 4 - Truancy (please provide detail)</p> <p>Level 4 - Derogatory language (please provide detail)</p> <p>Level 4 - Refusal to be removed (please provide detail)</p> <p>Level 4 - Failure to attend a Level 3 detention</p> <p>Level 4 - Other (please provide detail)</p>

4. Exclusion

Exclusion is seen as a very last resort.

The Head Teacher will decide whether to exclude a student, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance. The management of exclusions will be in accordance with the following guidelines:

<https://www.gov.uk/government/publications/school-exclusion>

Parents have the right to make representations to the Local School Board (a panel of members may be used for this purpose) about an exclusion and the Local School Board will review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a local School Board upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. The independent panel will include a representative from the



Trust's Board of Trustees. Parents may also make a claim of discrimination in respect of an exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.



The Forest High School will comply with its duty to arrange suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five school days. **Local authorities** are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

Students who have been excluded will move on to the staged system outline below:

Sanction	Evidence	Suggested Actions
FIXED TERM EXCLUSION (FTE)	<ul style="list-style-type: none"> • Fighting, reckless behaviour. • Continually refusing to obey instructions. • Other serious acts. 	Reintegration meeting with parent, student and Headteacher. Contract agreed. Placed on relevant Stage
STAGE A	<ul style="list-style-type: none"> • A one off incident or 1 Fixed Term Exclusion. • Uncooperative behaviour in Reset. • Sent to Reset 2 times in one term. • A high number of behaviour points in one term. • A high number of behaviour points across a year. 	Meeting with SLT member, parent and student. Contract agreed. Close monitoring for next 4 weeks and reviewed.
STAGE B	<ul style="list-style-type: none"> • Stage A more than twice in one year. • Sent to Reset 3 times in one term. • 2 Fixed Term Exclusions. 	Meeting with SLT member, parent and student. Contract agreed. Alternative provision or curriculum considered.
STAGE C	<ul style="list-style-type: none"> • Verbal abuse towards a member of staff. • Significant sexual/racial harassment or intimidation. • Up to 5 days Fixed Term Exclusions. • Malicious allegation against a member of staff including bringing the school into disrepute/casting aspersions about members of staff. 	Meeting with SLT, parent and student. Contract agreed. Managed Move or Negotiated Transfer considered.
STAGE D	<ul style="list-style-type: none"> • Illegal activities on school site. • Possession/use of offensive weapons. • Malicious criminal damage. • Continued open defiance and refusal to conform. 	Meet with SLT and School Board representative. Placement Managed move possibility using local inclusion arrangements



	<ul style="list-style-type: none"> ● 5 or more Fixed Term Exclusions. 	
STAGE E	<p>Permanent Exclusion</p> <ul style="list-style-type: none"> ● Serious or actual threatened violence against other students and members of staff. ● Use of dangerous weapons. ● Sexual abuse. ● Serious malicious criminal damage. ● Supplying/possession of illegal drugs. ● Persistent and malicious disruptive behaviour. 	<p>Meet with SLT and School Board representative. Placement following local arrangements. Notification of LA.</p>



Appendix 1 -



Behaviour Contract Following an Exclusion 2019-20

Aims	Actions to be undertaken
The Student will:-	

Name and signature of persons completing this form-

Student Name.....Signature
Date

HeadteacherSignature.....
Date