

# Forge Valley Behaviour Policy

Policy development:

This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and students and is accessible through the Forge Valley website

**Governor Committee:** Full Governing Body

**Ratified by governors:** 30<sup>th</sup> March 2018

**Due for review:** 30<sup>th</sup> March 2021

**Senior leader responsible:** Assistant Head Pastoral



# Forge Valley School Behaviour Policy

## Policy Aims

The aims of this policy are

- to enable all pupils of whatever ability, age, sex or background to enjoy their time in the school, participate in extra curricular activities and achieve their full potential.
- to promote good behaviour
- to ensure and protect the school's reputation

## School Behaviour

The school aims to develop in its pupils the ability to exercise self-discipline and procedures are designed to this end.

Expectations of behaviour at Forge Valley Community School are set out in the following documents:

- The acceptable use policy
- The school uniform policy (Y7-11)
- The Homework policy
- The anti-bullying policy
- The smoking policy
- Home-School agreement
- Expectations of staff and other documents relating to behaviour as created by the school from time to time.

The School Rules are kept to a minimum and pupils are expected to behave with common sense, care, consideration and courtesy and to protect each other's property. The few general procedures specified are explained to pupils and reinforced in form times and assemblies. Copies are available to parents on request. They apply to all age groups and at all times when the pupil is at school, representing the school or wearing school uniform.

## Rewarding Good Behaviour

A system of rewards is the primary tool in managing behaviour and also leading to high levels of motivation. In particular, the achievements and contributions of pupils, both as individuals and groups, should be recognised and commended. This can be done using:-

- 1) Verbal praise
- 2) The awarding of positive points
- 3) Evenings of Excellence
- 3) Mention in staff briefing
- 4) Telephone call/letter home
- 5) Presentation of Achievement Certificates
- 6) Commendation to the Head of Year, SLT Link and/or Headteacher

## **Sanctions**

Wherever possible pupils should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not seem to work, individual staff may use the sanctions of reprimands or detentions as detailed in the school Behaviour for Learning Policy. Whole class detention should be avoided.

## **Breaches of School Discipline**

### Serious breaches of school discipline

It is not possible to define every situation under the title of 'serious breaches of school discipline' but the most likely ones are as follows:

- Involvement in some activity likely to bring harm to herself/himself or members of the school and community, including serious or persistent bullying
- Supplying alcohol, being in possession of alcohol or being under the influence of alcohol.
- Theft.
- Racist behaviour
- Supplying drugs, being in possession of drugs or being under the influence of drugs.
- Sexual misbehaviour – sexual intercourse or actions that could be construed to be leading to sexual intercourse between pupils of the opposite sex or the same sex.
- Possession of any weapon or instrument which could be used to hurt
- Abuse of solvents.
- Physical violence towards another pupil or a teacher.

A serious breach of school discipline is an offence which might warrant isolation, fixed term or permanent exclusion.

## **Investigation Procedure**

The following procedures are for guidance and should be followed if a serious disciplinary offence is thought to have taken place. However, they may be altered if circumstances require, for example, if specific staff are unavailable or if the matter requires expeditious action.

- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.
- Once an investigation for a serious offence begins it may be necessary for the pupil/s concerned to be supervised by a member of staff or isolated from other pupils.

- Any investigation should be conducted away from gaze and in as much privacy as possible within a working school.
- When a pupil is interviewed she/he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of the interview that pupils are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.
- Careful notes should be kept during all interviews.
- Individual written statements should be made and they must be dated and signed by the pupil concerned. Pupils should write statements, but the investigating officer should write what the pupil has verbally said. After the statement has been written, pupils may be asked to clarify particular issues in their statements but no undue pressure should be placed upon pupils writing statements.
- In their conversations with the parents, the SLT/Year Manager should warn parents if exclusion is a possibility and make it clear to parents that the matter is being investigated.
- It may be necessary to search the belongings of the Pupil. Pupils will be asked for their consent before this is done. If consent is refused the pupil will be asked to say why she/he has refused. The school will be entitled to draw inferences from her or his response and general demeanour.

### **School Sanctions**

As outlined in Appendix 1 in classrooms pupils follow a 3 stage warning system for inappropriate behaviour.

Stage 1 – Clear verbal warning issued to pupils with corrective behaviour – W1 noted in pupil planner

Stage 2 - Pupil name clearly written on the board with corrective behaviour instruction stated – W2 noted in pupil planner

Stage 3 – Pupil removed from class and re-located in appropriate classroom – W3 noted in pupil planner. At this stage pupils will be receive a Stage 3 Whole School Detention as deemed necessary by the Headteacher. Pupils may be placed in internal exclusion for the remainder of the day if they receive a stage 3 warning.

### **Stage 3 Whole School Detention**

A Stage 3 Detention will take place for 60 minutes after school supervised by SLT, Year Managers and Teaching Staff. Pupils will be expected to complete appropriate work at this time. Pupils who do not attend this detention or do not successfully complete the detention will be placed in Internal Exclusion from 8.40am – 3.50pm

Stage 3 Detentions will also be issued for the following inappropriate behaviours

- Truancing
- Smoking
- Bullying
- Rudeness to staff
- 3 instances of lack of equipment in a half term
- 3 instances of lack of correct uniform in a half term
- 1 instance of lateness in a week
- Damage to school property
- Other behaviour which causes risk to their health and safety and/or education and that of others

## **Internal Exclusion**

- Pupils may be placed in Internal Exclusion for not completing a Stage 3 Detention, Receiving 3 Stage 3 detentions in 1 day and any other serious behaviour which causes risk to their health and safety and/or education and that of others
- Pupils placed in Internal Exclusion will be expected to follow the rules of isolation. Where a pupil fails internal exclusion, they will be excluded for the rest of the day and are expected to complete this the following day.

## **Fixed Term Exclusion**

Exclusion is the most serious sanction we can use with pupils and therefore is to be used with restraint and following a full consideration of all circumstances. Wherever possible the school would look to devise strategies for behaviour modification that maintain pupils within school. However, there are clearly occasions when, in order to maintain high levels of discipline and behaviour, the integrity of the teaching and learning process, and in some cases, the safety of others, the most appropriate sanction is fixed term exclusion.

Whilst every incident will be dealt with individually, there are certain types of behaviour that would normally lead to a period of exclusion. These are:

- violent conduct
- extreme threatening or aggressive behaviour
- sexual misconduct
- swearing at staff
- deliberate vandalism

With these types of behaviour the normal question is reversed and becomes 'Are there any circumstances, which would mitigate against exclusion here?' If not, then exclusion will follow. This may be for a fixed term or in extreme cases a permanent exclusion may be deemed necessary.

## **Permanent Exclusion**

Permanent exclusion is a last resort and is only considered in cases where the safety and well-being of staff or other pupils is put at serious risk.

In all cases staff knowledge of individual pupils, their previous behaviour and any special circumstances will be taken into consideration.

## **Involving Parents**

Parents should always be kept informed of their daughter's/son's behaviour. The school believes that in working together it can achieve the best for its pupils, this includes behaviour. Parents will be contacted via text, email, phone call or letter regarding pupils receiving a Stage 3 Detention.

A telephone conversation or interview with parents can be very positive and constructive and can promote a change in the pupil's attitude.

## **Other Sanctions**

Other sanctions for inappropriate behaviour may include

- Prevention from attending trips/visits
- Loss of privileges e.g. early dismissal at the end of term, lunch passes and school events

These sanctions will be dealt with on a case-by-case basis taking into account the behaviour incident, pupil background and any other circumstances.

## **Relationships**

### **Philosophy Behind Policy**

While acknowledging that it is quite normal for there to be friendships between pupils, the school does not believe that it is in the interest of boys or girls for such friendships to be overbearing. These guidelines are in place to ensure that the behaviour of pupils vis a vis their relationships with one another are appropriate and discrete.

The underlying principle in respect of pupils' relationships with one another is one of trust. However, these guidelines define the way in which pupils are expected to conduct themselves.

Sexual relationships are discussed in the PSHE lessons.

### **School Trips and Visits**

When on a school day trip, evening visit, fieldwork or residential opportunity, work experience, etc, the behaviour we expect from our pupils will be explained to them and to their parents. The pupils' health and safety must be of priority and the reputation of the school must also be considered. On any excursion outside of school, pupils of whatever age –

- must be polite and well-mannered to all
- must not smoke
- must not enter into a relationship of a sexual or intimate nature
- must not be on their own during their "free" time
- must do as advised by their teacher
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence pupils will be:

- reprimanded
- spoken to on their return with their parents present
- not allowed to participate in further opportunities outside of school

And, in cases of serious breaches on residential visits -

- sexual misbehaviour
- use of alcohol/drugs/illegal substances
- misbehaviour, refusal to obey a teacher which endangers their well-being
- possession of weapons or instruments which could be used to hurt

They will, if it is the opinion of the lead teacher after discussion by telephone with the Headteacher or the named SLT member, be sent home. Parents will be informed immediately and advised to meet their daughter/son at the airport/railway station.