



# FOREST SCHOOL

**BEHAVIOUR POLICY**  
**Senior School**  
**V3.1**

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# 1 INTRODUCTION

- 1.1 This policy should be read in conjunction with the;
  - School Rules
  - Safeguarding and Child Protection Policy
  - Teaching and Learning Policy
  - Safe Handling: Searches, Contact and Restraints Policy
  - Anti-Bullying Policy
  - E-Safety Policy
  - Substance Education and Management Policy
  - Educational Visits Policy
  - Appeal against Exclusion Procedure
  - Responsible Use Policy
  - Entry Acceptance Form
- 1.2 The ethos and principles upon which the School is run are reflected in the Behaviour Policy and School Rules, which are reviewed annually. A copy of the expectations of the Forest Classroom and Forest Learner are provided to all pupils at the start of each Michaelmas Term.
- 1.3 Underlying principles are also to be found in the policies concerning access, attendance, admissions and retention, equal opportunities, behaviour in the School community, the School's use of rewards and sanctions, the use of force to control or restrain pupils, drugs and prohibited substances.
- 1.4 Forest School recognises that positive and negative behaviour happens within a context, and in particular looks for reasons why there might be a pattern of poor behaviour relating to one or more pupils. We feel that this is important to understand the context and be able to put in place the most appropriate support and other measures which may include sanctions.
- 1.5 We are mindful of our duties under the Equality Act 2010 when considering the context of a pupil's behaviour. On occasion, behavioural issues might give cause to suspect that a child is suffering or likely to suffer harm, and the Policy is therefore linked to the School's Safeguarding and Child Protection Policy.
- 1.6 Corporal punishment is forbidden by law. A teacher is not allowed to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.
- 1.7 This policy has regard for the non-statutory advice Behaviour and Discipline in schools January 2016 – the Department for Education.
- 1.8 All staff must report any physical restraint on a pupil to the pastoral office. For more information on physical restraint please refer to the Safe Handling, Searches, Contact and Restraints Policy on the staff intranet under policies.

## **2 CARE OF PUPILS AND PARENTS'/GUARDIANS' AUTHORITY**

- 2.1 Upon signing the Entry Acceptance Form, parents authorise the Warden and staff to whom the supervision of pupils has been delegated while in loco parentis to take and/or authorise in good faith all decisions that safeguard and promote the proper welfare and education of the pupil. Parents' consent to such physical contact as may be lawful, appropriate and proper for teaching or to provide comfort to a pupil in distress or to maintain safety. Corporal punishment is not used. Parents also consent to emergency medical treatment where certified by a doctor or the School's medical staff to be necessary for the safety of a pupil and if a parent cannot be contacted in time.

### **3 DISCIPLINARY ETHOS – THE FOREST COMMUNITY**

- 3.1.1 The Forest Community places the highest possible premium on three broad values which form the basis of Forest’s Behaviour Policy:
- Respect for Self
  - Respect for Others
  - Respect for the School
- 3.1.2 Forest recognises that the maintenance of high expectations, mutual respect and an inclusive environment is of paramount importance for the wellbeing and holistic development of pupils. Forest therefore aims to promote outstanding behaviour.

#### **EXPECTATIONS**

- 3.2 Pupil behaviour is reinforced by a system of rewards (and where necessary sanctions) which helps motivate pupils, and in turn creates an environment where pupils learn to value themselves and others and show themselves capable of maintaining self-discipline (see Rewards and Sanctions).
- 3.3 Pupils are encouraged to build good social relationships and to behave considerately towards others inside or outside the School.
- 3.4 The School will provide effective pastoral care and opportunities to help build these relationships. We expect all relationships to be positive and respectful. All pupils, staff, parents and others should work together in a spirit of co-operation and understanding inside and outside the classroom.
- 3.5 Explicit guidance about School Rules is offered and behaviour expectations are made clear as part of the induction process for new pupils and new staff.
- 3.6 The School is primarily a place of work. Everyone’s appearance and conduct around School should be appropriate to a formal work place setting. The School Uniform Guidelines provide full details of our expectations as published on the parent portal and pupil dashboard.
- 3.7 We consider specific School Rules to be a matter of common sense (see School Rules), although we have well-defined policies towards particular areas of behaviour (see Anti-Bullying Policy).

## 4 THE FOREST CLASSROOM

4.1 A Forest education encourages the development of young people through learning. We are a school community which values the following as contributors to the achievement and development of our pupils:

- GROWTH
- HARD WORK
- RESPONSIBILITY
- COMMUNITY
- LEARNING
- DIVERSITY
- WELLBEING

4.2 These all contribute to the development of Forest Learners who, in terms of their learning:

- Take responsibility
- Know where they are going
- Know how to get there

4.3 In the Forest classroom outstanding learning behaviour comes from pupils understanding their responsibilities, developing learning skills and adopting a serious attitude towards their academic work. Excellent behaviour is therefore expected of all Forest pupils to help create a positive and safe learning environment in every lesson – whether taught, covered or invigilated. These minimum expectations are outlined below under the four Learning Behaviour Standards, each an integral part of the Forest Learner:

4.4 Standard 1: RESPONSIBILITY FOR MY BEHAVIOUR

There are basic rules of conduct required of all pupils in every lesson.

As a Forest Learner I will:

- Show respect for the teacher and all others in the class
- Arrive on time
- Be dressed correctly according to the school's dress code
- Set myself up for work with the correct equipment
- Arrive with homework complete and ready to hand in, or set preparation done
- Remain seated unless instructed otherwise
- Work very hard for the duration of the lesson
- Not disrupt the lesson in any way
- Not eat, chew gum or drink (except cold water, though not in labs)
- Not talk or call out in a lesson whilst the teacher or another pupil is speaking
- Only use my device, phone or headphones when it is the appropriate tool for a specific task and allowed by the teacher, and in line with the Acceptable Use Policy
- Ensure the lesson ends in an orderly fashion leaving the room tidy and ready for the next class

4.5 Standard 2: RESPONSIBILITY FOR ENGAGING IN MY LEARNING

Full engagement in learning is required as soon as you enter the classroom.

As a Forest Learner I will:

- Recognise that the teacher is in charge of the lesson but I am in charge of my own learning
- Start work immediately as instructed
- Remind myself regularly of the purpose and importance of my learning
- Ensure I am aware of the lesson's learning intentions
- Comply with the teacher's instructions straightaway
- Demonstrate required self-discipline to develop good work habits
- Understand that the habits of hard work need to be practised in every lesson

#### 4.6 Standard 3: RESPONSIBILITY FOR OTHERS' LEARNING

Learning with others in a Forest classroom brings with it responsibilities.

As a Forest Learner I will:

- Allow other pupils to make the best possible progress
- Show respect for the learning process in the classroom
- Show consideration and kindness to others throughout the lesson
- Learn by listening to others
- Actively contribute to the group's collective learning by offering views or asking questions

#### 4.7 Standard 4: RESPONSIBILITY FOR MY ACADEMIC PROGRESS

Forest Learners adopt an active learning mindset to make best progress.

As a Forest Learner I will:

- Make the most of myself in the classroom
- Become a better learner by developing specific transferable learning skills
- Take on new challenges continuously
- Be prepared to 'feel comfortable being temporarily uncomfortable' as I explore which skills and learning strategies to use
- Understand that as a learner I am never defined by a grade, but by my progress - learning is life-long
- Receive and act on feedback from my teachers
- Understand that hard work is rewarding but does not necessarily offer its rewards easily or quickly
- Know what successful progress requires of me in the lesson
- Engage in the lesson as both an independent learner and a collaborative learner as required.

## 5 REWARDING GOOD BEHAVIOUR

The School seeks to encourage best behavioural and academic progress.

### 5.1 GENERAL PRINCIPLES

5.1.1 Excellence is recognised most commonly with positive, verbal comments to a pupil from the teachers and pastoral staff who work closely with them in the form of personal conversations, progress reviews, and public recognition in front of other pupils.

5.1.2 Other forms of reward may include:

- written comments on his or her work
- teacher's rewards
- Commendations
- School Colours
- House Rewards and departmental rewards
- acknowledgements from the Heads of Section, Deputy Heads, Deputy Warden and Warden
- informing parents of a pupil's excellence by individual letter or newsletter
- achievements published on the School website
- promotion of pupils to positions of responsibility
- academic and industry prizes awarded on Commemoration Day.

5.1.3 Excellence in all other specific areas (sport, music and drama, for example) is publicly recognised and recorded in Assemblies. Tutors and Heads of House keep detailed records of all of the above and ensure that these achievements are suitably noted in end-of-term reports, in School recommendations and references.

### 5.2 COMMENDATIONS

5.2.1 These are electronic entries on the School database. High accumulation of Commendations will be recognised through Commendation Badges.

5.2.2 There are Bronze (15), Silver (30), Gold (45) and Platinum (60) Commendation Badges. Bronze and Silver badges will be issued by Heads of House. The Gold badge will be issued by the relevant Head of Section and will be accompanied by a £2 Tuck Shop voucher. The Platinum Badge will be issued by the Warden and will be accompanied by a £10 book voucher. Parents will be able to see when Commendations are awarded via the Parent Portal.

5.2.3 Awarding of Commendations

Commendations are awarded in line with the values highlighted in 'The Forest Classroom':

- GROWTH
- HARD WORK
- RESPONSIBILITY
- COMMUNITY
- LEARNING
- DIVERSITY
- WELLBEING.

5.2.4 Commendations should be awarded in recognition of excellent application of the values inside and/or outside of the classroom.

### 5.3 ACADEMIC PRIZES

5.3.1 As part of our rewards structure, students in Y7-13 are awarded prizes in an annual prize giving ceremony held in Trinity Term. Prizes celebrate exceptional achievement across a wide range of areas. In Y7-11, prizes are awarded for academic achievement, the Forest Learner, and progress. In Y12-13, prizes are awarded by departments for excellence in curriculum areas. Across Y7-13 prizes are awarded for pupils who have excelled in the co-curricular. Although the nature of prizes is reviewed on an annual basis, many prizes are awarded as legacy bequests and bear the name of Old Foresters and institutions with a long-standing relationship with the School. In addition to recognizing excellence, it is hoped that the prizes also connect current Forest pupils with the School's heritage and values.

### 5.4 OTHER REWARDS

5.4.1 High achievement in extra-curricular activities such as music, drama, art, sport, maths and science Olympiads, etc. are rewarded with Half and Full School Colours, medals, cups, badges and certificates issued by organising bodies. Successful pupils will normally receive such recognition in Assemblies, even if the award has already been celebrated elsewhere.

## 6 SANCTIONS IN RELATION TO THE FOREST CLASSROOM

### 6.1 THE RESPONSIBILITY OF THE SUBJECT TEACHER

6.1.1 Responsibility for outstanding classroom management primarily lies with the Subject Teacher. High expectations, positive interactions, meaningful micro-connections and an unfailing belief in all pupils are the foundation of successful behaviour management and serve to build and maintain strong relationships between teachers and pupils. Subject Teachers are encouraged and empowered to utilise a range of pro-active strategies to uphold the standards of the Forest Classroom and promote the skills required to be an outstanding Forest Learner. A key part of this is expert teaching and learning as laid out in the Teaching and Learning Policy. Subject Teachers are expected to be familiar with the details of the Teaching and Learning Policy and to implement it consistently to ensure pupils are exhibiting good learning behaviours in lessons.

### 6.2 PROFESSIONAL CONVERSATION

6.2.1 Formal sanctions should be used when, despite the building of positive relationships, clearly communicating our expectations and utilisation of teaching and learning strategies, the behaviour of a pupil falls below expectation.

6.2.2 The Subject Teacher should formally re-state expectations very clearly through a formal PROFESSIONAL CONVERSATION. This might include the following type of behaviour (not exhaustive): lateness (first offence), incorrect uniform (first offence), running in the corridor, pushing in the lunch queue, forgetting resources, missing of work deadlines, disruption, or work is not of a satisfactory standard. The Professional Conversation is designed to reaffirm expectations and for the pupil to reflect upon their learning behaviour, choice of actions and/or conduct.

6.2.3 The Subject Teacher may decide to have this Professional Conversation during the lesson, after the lesson or at some other planned time, and the teacher should record that the conversation took place for their own records. It is expected that most behaviour discussed will not be repeated further. It is important the subject teacher highlights that a professional conversation took place to make it explicitly clear to the pupil and they understand their responsibilities of their actions and choices within this.

WHO DEALS WITH IT: Subject Teacher

### 6.3 LUNCHTIME REFLECTION

6.3.1 The next stage applies to behaviour that is not commensurate with our high expectations and has become repeated or persistent over a series of lessons **or** the pupil's disregard of instructions after the initial professional conversation has been conducted.

6.3.2 Teachers are encouraged to issue Lunchtime Reflections when necessary, for instance, (not exhaustive): continued shouting out, continued failure to follow instructions, continued failure to complete satisfactory work, repeated disruption of others' learning in the classroom, incorrect uniform (repeated offence), mobile phone sanction (2<sup>nd</sup> offence).

6.3.3 Such repeated behaviour should now result in the issuing of a Lunchtime Reflection via iSAMs. Subject Teachers are asked to briefly state the reason for the Lunchtime Reflections and if applicable ensure it is stated that a professional conversation took place.

6.3.4 The Lunchtime Reflection is a centralised school sanction following a series of measured and proportionate interventions in the classroom or learning environment which have not seen a required change in behaviour. They are held on Tuesday and Thursday lunchtimes (12.55pm – 1.25pm) and supervision is noted in the duty schedule.

- 6.3.5 There are three Lunchtime Reflection Rooms; Lower School, Middle School and Sixth Form. During the Lunchtime Reflections, pupils will be asked to formally reflect upon their behaviour and choice of actions.
- 6.3.6 The written reflection will be sent to the Subject Teacher that issued the Lunchtime Reflection.
- 6.3.7 The Subject Teacher is expected to read the reflection, acknowledge receipt when they next see the pupil and, most importantly, use it to manage the pupil's improvement and progress as they move forward from the incident/s. The Lunchtime Reflections are recorded via iSAMs and will generate an automatic e-mail notification to the pupil, the Tutor and relevant Heads of House. Parents will be able to track Lunchtime Reflection via the Parent Portal.

WHO DEALS WITH IT: Subject Teacher

WHO IS INFORMED: Tutor, Head of House

#### 6.4 DEPARTMENTAL INTERVENTION (Individual Behaviour)

- 6.4.1 In certain cases, a Subject Teacher may feel that the behaviour of an individual pupil is more serious than the Lunchtime Reflection threshold. In such cases, the Subject Teacher should discuss the behaviour with the relevant Head of Department, who is responsible for the teaching and learning in that particular subject.
- 6.4.2 The HoD will in turn discuss the matter with the relevant Head of House (who is responsible for the overall pastoral and academic progress of the pupil).
- 6.4.3 The two Middle Leaders will agree upon the way forward together best suited for that pupil. The Head of House will, in most cases, arrange to see the pupil (and communicate with parents). Meanwhile, the Head of Department will feedback to the Subject Teacher and provide support/guidance, as required. If the Middle Leaders cannot agree the most appropriate response, for example School Detention, the matter must be referred to the Head of Section to make the final decision.

WHO DEALS WITH IT: Subject Teacher, Head of Department, Head of House

WHO IS INFORMED: Tutor, Head of Section

#### 6.5 DEPARTMENTAL INTERVENTION (Group Behaviour)

- 6.5.1 On rare occasions, when it is felt that a number of individuals are misbehaving or the behaviour of a large number of pupils falls below expectations in a lesson, the Subject Teacher should seek immediate departmental support. It is not effective to issue class/large number of sanctions.
- 6.5.2 After the lesson, the Subject Teacher should meet with the Head of Department to discuss the lesson. The Head of Department should support by arranging to meet the pupils involved in any poor behaviour. It is important that the Subject Teacher also attends this meeting. Expectations should be very clearly re-set and pupils informed that sanctions – on an individual basis – will result if poor behaviour is repeated. The Head of Department will liaise closely with the Head of Section who will contact parents.

WHO DEALS WITH IT: Subject Teacher, Head of Department, Head of Section

WHO IS INFORMED: Tutor, Head of House, Head of Section, Parents

#### 6.6 DEPARTMENTAL INTERVENTION (Lunchtime Reflections)

- 6.6.1 With respect to the Forest Classroom, the role of the Head of Department is to ensure

that the atmosphere in their subject classrooms is conducive to expert teaching and learning and that the expectations of the Forest Classroom are consistently applied. Heads of Department will provide guidance and support to their Subject Teachers in establishing this. To help this, the Deputy Head Academic's Office will provide regular updates to Heads of Department.

## 7 THE FOREST CLASSROOM – ESCALATION PROCESS

### 7.1 LOWER SCHOOL AND MIDDLE SCHOOL

- 7.1.1 If a pupil receives **3 Learning Reflections** from a specific teacher within the department. When this happens, the Head of Department will discuss this informally with the member of staff and offer support, if required. In some cases, the Head of Department may decide to contact the relevant Head of House to attain more information.
- 7.1.2 If an individual pupil accrues **6 Learning Reflections** from an individual Subject Teacher, the Head of Section will implement the Leadership Detention having informed the Head of Department, the Head of House and the Subject Teacher
- 7.1.3 If any individual attains **9 sanctions** from the same teacher in an academic year, the Deputy Head Academic will meet with the Head of Section to discuss options.

### 7.2 SIXTH FORM

- 7.2.1 If an individual receives **5 Learning Reflections** in the subject (across different teachers). When this happens, the Head of Department will discuss this informally with the members of staff and offer support, if required. The Head of Department will contact the relevant Head of House to attain more information.
- 7.2.2 If an individual pupil accrues **8 Learning Reflections** from a subject (across different teachers) the Head of Section will implement the Leadership Detention having informed the Head of Department, the Head of House and the Subject Teacher
- 7.2.3 If any individual attains **12 sanctions** from the same subject in an academic year (across different teachers) the Deputy Head Academic will meet with the Head of Section to discuss options.

WHO DEALS WITH IT: Deputy Head Academic and Head of Section, Subject Teacher, Head of Department, Deputy Head Academic (9 sanctions)

WHO IS INFORMED: Subject Teacher, Head of Department, Tutor, Head of House and Parents

### 7.3 WORK REPORT

- 7.3.1 The Head of House may decide to place an individual pupil on work report across all subjects to monitor progress. If this is the case, clear targets will be set that will be reviewed at the end of the report period, not normally longer than three weeks.

WHO DEALS WITH IT: Head of House

WHO IS INFORMED: Tutor, Head of Section, Subject Teachers, Parent

### 7.4 SATURDAY WORK CATCH-UP

- 7.4.1 The Head of Section may decide to place a pupil in a Saturday work catch-up. This is not a sanction. It is a supportive measure reserved for pupils in examination years and those in danger of not meeting specified deadlines (in two or more subjects). The catch-up is served during Saturday mornings when a Leadership Team Detention takes place. The Saturday Catch-up is discussed between Heads of Department and Heads of House but must be ratified by the Head of Section.

WHO DEALS WITH IT: Head of House and Head of Department  
WHO IS INFORMED: Tutor, Head of Section (ratification), Parent

#### 7.5 IMMEDIATE REMOVAL

- 7.5.1 In exceptional cases, for example due to very high-level welfare concerns or that the behaviour of an individual pupil is unsafe and/or causes significant disruption to the lesson that cannot be addressed by the normal implementation of the Behaviour Policy, for example repeated defiance or persistent rudeness to staff a Subject Teacher may, as a last resort, decide that the pupil should be removed from the lesson. In this case, the teacher should contact the School Office via e-mail, naming the pupil(s), year group and classroom in the subject field. The School Office will, in turn, contact the Pastoral Office. The Deputy Head Pastoral who will attend the lesson and collect the pupil.
- 7.5.2 If the Deputy Head Pastoral is unavailable, the relevant Head of Section will be sought. If the pupil is required to leave the lesson in relation to conduct, a higher order sanction is likely to follow.

WHO DEALS WITH IT: Deputy Head Pastoral

WHO IS INFORMED: Tutor, Subject Teacher, Head of Department, Head of House, Head of Section, Parent of pupil involved.

## 8 SANCTIONS IN RELATION TO THE FOREST COMMUNITY

### 8.1 RESPONSIBILITY OF ALL STAFF

8.1.1 At all times, the behaviour of pupils is expected to be commensurate with our highest expectations. Members of staff are always encouraged to establish positive professional relationships and to speak directly to pupils to address any instances of unacceptable behaviour around the school site. The following should act as guidelines:

- When interacting with pupils around the site, e.g. when on duty, we firmly believe that staff will be able to address inappropriate behaviour by speaking directly to pupils.
- Duty staff will use their professional judgement to decide if the behaviour requires them to set a Learning Reflection. If it is felt that the behaviour exhibited cannot be wholly addressed initially by a professional conversation or then by the issuing of a Lunchtime Reflection the member of staff must report the matter in full to the relevant Tutors and Heads of House.
- All members of staff should address uniform infringements, but the monitoring of this is driven through Tutors and Heads of House to ensure consistency of communication and to understand the context and background of each pupil. Staff are strongly encouraged to efficiently share any/all concerns with relevant Tutors and Heads of House.
- If any pupil is rude, defiant when being spoken to or refuses to comply with the instructions of a member of staff, this must be reported to the relevant Head of House immediately who is likely to issue a School Detention, or in more serious cases, refer the matter to the relevant Head of Section.
- Staff should follow the mobile phone guidelines to ensure appropriate sanctions are issued if required.

## 9 SCHOOL DETENTION

- 9.1 To receive a School Detention a pupil is showing an unwillingness to adapt or change their behaviour in School, or an individual incident of misconduct is serious in itself. The Head of House will want to explore possible reasons for this behaviour and monitor the pupil closely. If the School Detention is implemented as a result of behaviour in a lesson, the Head of Department and Subject Teacher will be informed.
- 9.2 The School Detention takes place on Friday afternoon from 3.50pm - 4.50pm. School Detentions are held in two different rooms, i.e. Lower School and Middle School/Sixth Form. A letter or phone call from the School office will be sent to parents giving at least 24 hours notice. A failure to attend the School without an acceptable excuse will result in the pupil receiving a Leadership Team Detention. The Heads of House are the 'gatekeepers' for this sanction and are responsible for ongoing interventions, monitoring and support for pupils in their house taking a fully holistic view.
- 9.3 Heads of House are issued with a spreadsheet each week showing commendations and sanctions per pupil. The spreadsheet will also summarise the sanctions accrued by individual pupils in each department.
- 9.4 If a pupil does not turn up for a Friday detention, they will be put in for the next Friday if they do not turn up for the second time it will result in a Leadership (Saturday) detention.

WHO DEALS WITH IT: Head of House

WHO IS INFORMED: Tutor, Head of Section, Parents. Subject Teacher and Head of Department, if the School Detention is implemented as a result of behaviour in a lesson.

### 9.5 THE ROLE OF THE TUTOR IS TO:

- Ensure that they have the 360-degree view of their tutees including overseeing their pastoral, co-curricular and academic journey.
- Ensure they are the first point of contact supporting the agreed and formalised communication channels.
- Be a role model and set high aspirations for all tutees.
- Ensure tutees connect with the tutor time activities to support with behaviour strategies and development of personal, social and emotional tools to guide behaviour development.
- Keep detailed records of all forms of unacceptable behaviour on the part of their Tutees e.g. lateness for registration, misbehaviour in classrooms, tardiness with work, incorrect uniform, rudeness to staff etc (this list is not exhaustive).
- Ensure that the pupil's individual file is updated by immediately passing relevant information using the contact pupil teachers function on ISAMs copying in the relevant admin group.
- Counsel Tutees about choice of actions and behaviour in all learning environments and those environments associated with the Forest Community.
- Contact parents after consultation with their Head of House (by email or telephone or letter) about a pupil's academic performance, classroom or out-of-classroom behaviour and choice of actions.

### 9.6 THE ROLE OF THE HEAD OF HOUSE IS TO:

- Ensure that they have the 360-degree view of their tutees including overseeing their pastoral, co-curricular and academic journey.
- Work closely with Tutors to monitor areas of concern, highlight strengths and suggest areas for developments including target setting.

- Consider that there may be wellbeing, child protection and/ or safeguarding issues underlying poor behaviour or actions
- Place a pupil on Work Report, after consulting the Heads of Section.
- Issue Head of House Detentions to pupils, as appropriate.
- Meet with parents in School to discuss specific areas of concern and spell out necessary measures designed to improve a pupil's behaviour.
- Work closely with the Heads of Section whenever a pupil is not responding to disciplinary measures and sanctions.
- Role model high expectations including setting high aspirations for all pupils of their house.

## 10 HIGHER ORDER SANCTIONS

These sanctions will be used to address unacceptable behaviour with reference to both The Forest Classroom and The Forest Community.

### 10.1 LEADERSHIP TEAM DETENTION

A very serious breach of discipline may result in a Leadership Team Detention which takes place on a Saturday morning. Recommendations for Leadership Team Detentions will normally come to the Heads of Section from Heads of House, although may also come from Heads of Department, i.e. if a pupil accrues 6 sanctions from the same teacher. Leadership Team Detentions are three hours long and supervised by members of the Leadership Team on rotation.

A failure to attend a Leadership Team Detention without an acceptable excuse may result in an Internal Exclusion.

WHO DEALS WITH IT: Head of Section and Head of House

WHO IS INFORMED: Tutor, Head of House, Parents. Subject Teacher and Head of Department, if the School Detention is implemented as a result of behaviour in a lesson.

### 10.2 INTERNAL EXCLUSION

10.2.1 The Heads of Section and or Deputy Head Pastoral may internally exclude a pupil for a one-day period for serious offences that are deemed to fall between the threshold of the Leadership Team Detention and Temporary Exclusion. A pupil can only serve one Internal Exclusion in an academic year. If the pupil places themselves in this territory again in a school year, a more serious sanction would be applied.

WHO DEALS WITH IT: Head of Section and Deputy Head Pastoral

WHO IS INFORMED: Tutor, Head of House, Parents

10.2.2 The role of the Heads of Section is to:

- Step in to support Subject Teachers, Heads of Department, Tutors, Heads of House, as necessary and appropriate;
- Give advice and guidance to Heads of House,
- Issue Leadership Team Detentions and Internal Exclusions
- Communicate with parents
- Work closely with the Deputy Head Pastoral whenever a pupil is not responding to formal sanctions, outlined above, or has committed an offence requiring Temporary exclusion or possibly permanent exclusion.

### 10.3 TEMPORARY EXCLUSION

10.3.1 The Deputy Head Pastoral working alongside the Head of Section may temporarily exclude a pupil, usually for a one, two or three-day period, for serious offences or a complete failure or persistent breaching of School Rules and normal sanctions. Any individual pupil who accrues a third Temporary Exclusion during their time at Forest will automatically attend a Determination Meeting with the Warden and may be subject to Permanent Exclusion. However, that does not preclude a Determination Meeting happening prior to a third Temporary Exclusion if the Warden decides it is necessary.

WHO DEALS WITH IT: Deputy Head Pastoral and Head of Section  
WHO IS INFORMED: Senior School staff, Parents of pupils involved

10.3.2 The role of the Deputy Head Pastoral is to:

- Work closely with any and all colleagues, as necessary and appropriate.
- Give advice and become involved with disciplinary matters which are long standing and/or serious.
- Temporarily exclude a pupil, which will be communicated to the Warden.
- Oversee communication with parents.
- Take a central role in any matter which may result in Permanent Exclusion.

10.3.3 The following offences are likely to warrant Temporary Exclusion (the list is not exhaustive but serves as a guide):

- Being in possession of, consuming and/or being under the influence of alcohol in school and/or when representing the school on a trip or visit
- violent behaviour\*
- bringing the School into disrepute
- any form of repeated bullying
- damaging School property
- gross improper use of School resources
- persistent disruption of lessons
- Persistent rudeness to staff at any time
- persistent truancy
- unsafe and or harmful behaviour to others\*
- any form of repeated serious misbehaving
- theft\*

\*In the most severe cases, these offences could also lead to Permanent Exclusion.

10.3.4 The Deputy Head Pastoral will decide whether the seriousness of the behaviour should trigger a Determination Meeting (see Section 8.5.2.3)

10.3.5 The process leading to Temporary Exclusion is as follows:

10.3.6 Heads of Section will normally carry out a detailed investigation, assemble the facts and discuss them with the Deputy Head Pastoral. The investigation will involve taking verbal and/or written evidence from pupils, staff and others, where appropriate and gathering all the evidence; recording in note form the interview with the pupil concerned to establish their version of events. It may be necessary to isolate pupils whilst the investigation is taking place.

10.3.7 The Deputy Head Pastoral and the Head of Section will decide on the appropriate sanction and the length of any Temporary Exclusion. The Warden will be informed. Appropriate support will be given to the pupil on re-admission to the School.

#### 10.4 FOREST COMMUNITY ESCALATION PROCESS

- 6th Lunchtime Reflection (accrued in one term) = School Friday Detention (Head of House)
- If a pupil reaches 6 sanctions via a 'mixed economy' = Head of House to call home.

- 12th Sanction = Head of Section letter home and parental meeting (Head of Section and Head of House)
  - 18th Sanction = Leadership Team Detention (Saturday)
  - 24th Sanction = 1-Day Internal Exclusion and parental meeting (Deputy Head Pastoral and Head of Section) Only one per year.
  - 30th Sanction = 1-Day External Exclusion and parental letter (Deputy Head Pastoral)
  - 36th Sanction = Determination Meeting (Warden, Deputy Head Pastoral and Head of Section)
- In addition to this:
- 3rd School Detention (Term) = Leadership Team Detention
  - 3rd Leadership Team Detention (annual) = 1-Day Temporary Exclusion
  - 3rd Temporary Exclusion (whole school career) = Determination Meeting (in almost all cases)

## 10.5 PERMANENT EXCLUSION

10.5.1 When the School believes it is in the best interest of a pupil and/or the School community, the pupil will be excluded. Notification of exclusion will be made to the Local Authority.

WHO DEALS WITH IT: The Warden and Deputy Head Pastoral

WHO IS INFORMED: All staff

10.5.2 The following offences are likely to trigger a recommendation to permanently exclude a pupil (the list is not exhaustive but serves as a guide):

- Involvement with, supplying or buying drugs or other prohibited substances. (Please refer to Substance Education and Management Policy)
- Theft\*
- Violent Behaviour\*
- Repeated Temporary Exclusions
- Behaviour which threatens the safety of others
- Breach of behavioural or attendance contract
- Malicious allegations against staff
- Having run the full gamut of school sanctions
- Bringing the School into disrepute
- Committing a criminal act (as defined by an action that could be pursued by the Police) or any serious misconduct (in the school's view) may lead to temporary or permanent exclusion.

*\* Forest School will consider all aspects of the case, on a case-by-case basis. The context of the case will be taken into account, degree of remorse shown and/or remedial measures taken, damage to the School community and motives. It should also be noted that permanent exclusion may be imposed after a first offence and that the offences considered under this policy may have taken place on or off the School premises.*

10.5.3 The Deputy Head Pastoral who is also the Deputy Designated Safeguarding Lead will take overall responsibility for all aspects of the investigation involving the Whole School Designated Safeguarding Lead if incident meets the Safeguarding threshold. The process leading to Permanent Exclusion is as follows:

- 10.5.4 The Deputy Head Pastoral and relevant Head of Section will carry out a detailed investigation, assemble the facts. The investigation will involve obtaining evidence from pupils, staff and others, where appropriate, and ascertaining the version of events from the pupil under investigation. There will be a written record of all meetings. Once sufficient factual information has been obtained, the parents of the pupil will be informed that an investigation is taking place and the nature of the alleged offence.
- 10.5.5 At this stage the Deputy Head Pastoral will involve the Warden fully, who will reach a decision about next steps. The Warden may decide to seek advice from external agencies including Local Authority Designated Officer and/or separate legal advice. If the Warden believes that Permanent Exclusion is a possibility, he will ask the parents and the pupil to attend a Determination Meeting to be held within 5 days of the request being made. At this stage, the pupil will be sent home from school and will not be permitted to attend school until they have attended the Determination Meeting with their parents. This is not a sanction in itself, but is necessary to enable further investigation and for all necessary information to be gathered.
- 10.5.6 The Determination Meeting will be chaired by the Warden and, usually, the Deputy Head Pastoral and relevant Head of Section will attend. At the Determination Meeting, the Warden will very clearly explain the situation and the rationale for the meeting. He will want to hear the established version of events. Thereafter, he will make reference to relevant policies and will want to hear submissions from the pupil and the parents. No final decision will be taken at the meeting.
- 10.6 The Warden will communicate his final decision to the parents within 24 hours of the meeting. If the Warden decides to permanently exclude the pupil, he will also inform the Chair of Governors.
- 10.7 If the pupil's parents wish to appeal they should refer to the Appeal against Exclusion Procedure located on the website.
- 10.8 The relevant Local Authority will be informed if a decision to permanently exclude a pupil is made.

#### 10.9 POLICE INVOLVEMENT

- 10.9.1 In line with guidance received from the Police, regardless of how the Police become involved (witnessed, informed in advance, parent contact, pupil contact or school contact) the School will operate its own policies and procedures outside of the police investigation, unless informed specifically not to, by the police.
- 10.9.2 The school will investigate in accordance with the School Rules, and make its own judgement, leaving the police to investigate any criminal act.
- 10.9.3 Therefore, the School may seek to sanction, Temporary Exclude or Permanently Exclude a pupil(s) for breaches, in line with the School's standards set out above.
- 10.9.4 In such cases, the School will work closely and in liaison with the Police in regards to Safeguarding matters.
- 10.9.5 The school may seek advice from the Police at anytime.
- 10.9.6 The Whole School Designated Safeguarding Lead will support on cases if required and depending on the specific incident/case details.

## **11 APPEALS**

- 11.1 Parents of any pupil permanently excluded by the Warden would be informed of their right of appeal to the School Governors according to the Appeals Procedure, a copy of which is available on the website.
- 11.2 Forest School is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the Equality Act (2010). Further details are available in the School's Equal Opportunity Policy.



# FOREST SCHOOL

## COVID 19 - Addendum to Behaviour Policy (Senior School)

This addendum must be read in conjunction with The Behaviour Policy and the School Rules

The Forest Community places the highest possible premium on three broad values which form the basis of Forest's Behaviour Policy:

- Respect for Self
- Respect for Others
- Respect for the School

In these ongoing difficult and unprecedented times, Forest School will continue to expect the very highest standards and expectations of all pupils. The aim of this addendum to our Behaviour Policy is to inform all stakeholders of the key changes to promote a positive and safe learning environment under strict social distancing guidance set out by the government. The following guiding principles were outlined in the DfE guidance document – Guidance for Secondary School provision from 15<sup>th</sup> June 2020, updated 25<sup>th</sup> May

*We are asking all schools to adopt a range of approaches and actions which can be seen as a hierarchy of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced.*

*This includes:*

- *minimising contact with individuals who are unwell by ensuring that pupils or staff who have coronavirus symptoms, or who have someone in their household who does, do not attend school*
- *washing hands more often than usual - pupils and staff should be encouraged to regularly wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered*
- *ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach*
- *minimising contact and mixing, where and when possible (this was be directed by review of case number in community*

At this time, there is an even bigger need for a clearly understood and agreed set of expectations with regards to behaviour specifically around the COVID 19 guidance. The management of behaviour at Forest School requires that every pupil and member of staff takes personal responsibility and adheres to the measures implemented to keep themselves and others safe. As ever, Forest School will work in close partnership with parents and carer in the best interests of the pupils

1. Wash your hands regularly and follow the NHS guidance of "Catch It, Bin it, Kill it"
2. Only bring essential equipment/books to School each day and do not share equipment with fellow pupils
3. Do not come into School if you are feeling unwell but alert a member of staff if you become

unwell during the day

What we are asking you to do:

In the classroom

- Arrive and take your seat straightaway.
- At the end of the lesson, depart slowly and maintain a safe distance. If the corridor is busy, wait until other classes disperse.
- Do not enter any other classroom, venue or location other than what is directed through the timetable.
- Do not shut windows in rooms. Windows should be open at all times. Good ventilation must be maintained at all times as a strong defence against Covid.

Please continue to follow all the expectations of the Forest Classroom.

In the corridors and outside pathways

- Please ensure you maintain a sensible distance whilst on pathways and corridors. Do not walk as a large group.
- Do not go through doors or corridors in an unsafe manner. Allow other pupils to disperse.

At lunchtime or quarter

- If any queuing is in place, please make sure you maintain a sensible distance and follow the signage and timings displayed (when and where applicable)
- If at any time you feel an area or activity is unsafe, please call the Health & Safety Officer on 020 8509 6545 or alert a member of staff

### Behaviour responsibilities

The Forest School Behaviour Policy including the Forest Classroom and the Forest Community will continue to be used to ensure behaviour is commensurate with our high expectations at all times.

Pupils are expected to take responsibility for their own conduct and behaviour and will be made fully aware of the new COVID 19 measures outlined in this addendum. Pupils are also expected to adhere to the existing behaviour policy and guidance. Pupils are strongly encouraged to report any instances where they believe safety measures are not being adhered to.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff have a responsibility, with the support of the Leadership Team, for creating a safe and secure learning environment with students and staff safety at the forefront.

Parents and carers are expected to take full responsibility for the conduct and behaviour of their child/children both inside and outside of the school linked to the routines and guidance around social distancing. Parents and carers are to work in partnership with the school in maintaining these continued measures linked to COVID 19 and the high standards and expectations of behaviour in line with this addendum.

During the COVID 19 pandemic the safety of pupils and staff is paramount, therefore, if an incident of unacceptable behaviour is linked to failing to adhere to the COVID-19 procedures, the

matter should be immediately reported to the relevant Head of Section who will co-ordinate the response. If the behaviour could cause harm to others, e.g. deliberately coughing in the direction of or spitting at another pupil, the perpetrator is likely to face a very serious sanction which could result in temporary or, in the most serious cases, permanent exclusion. In such instances of another pupil's safety being threatened directly, it may be necessary for the school to report the matter to the Police.

Any instances of bullying, including any COVID-19 related incident will be thoroughly investigated adhering to the Anti-Bullying Policy.