



FOREST SCHOOL

Behaviour Policy

Senior School

V3.3

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CONTENTS

1. INTRODUCTION
2. PARENTS AND CARERS
3. THE FOREST COMMUNITY: A whole-school approach to behaviour
4. THE FOREST CLASSROOM
5. RECOGNITION AND REWARDS
6. FOREST COMMUNITY ESCALATION AND ACCUMULATION PROCESS
7. THE FOREST CLASSROOM – ESCALATION PROCESS
8. ACADEMIC MALPRACTICE
9. SANCTIONS IN RELATION TO THE FOREST COMMUNITY
10. SCHOOL DETENTION
11. HIGHER ORDER SANCTIONS
12. PERMANENT EXCLUSIONS
13. APPEALS

1 INTRODUCTION

1.1 This policy should be read in conjunction with the School Rules

Safeguarding and Child Protection Policy (including Child-on Child)

RSHE Policy

Senior School Uniform Policy

Responsible User Agreement

Mobile Phone Guidelines

Attendance and Punctuality Policy

Anti-Bullying Policy

Mental Health Policy

Teaching and Learning Policy

Searches, Contact and Reasonable Force Policy

Online Policy

Substance Education and Management Policy

Bus Code of Conduct

Educational Visits Policy

Appeal against Exclusion Procedure

Entry Acceptance Form

1.2 This policy has regard for the non-statutory advice Behaviour in schools Advice for headteachers and school staff, September 2022. This policy is communicated to all staff. Pupils explore elements of this policy in relation to the Forest Classroom and the Forest Learner during the personal development curriculum. Parents/Carers receive this policy annually. This Policy is reviewed annually, but if amendments need to be included during the academic year this would take place and all stakeholders would be notified where and when applicable.

1.3 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

We have the highest expectations of pupils at Forest. Pupils are known, liked and valued. Forest's culture and values are manifested through the behaviour of the whole community. Our School Values of Growth, Wellbeing, Learning, Hard Work, Diversity, Responsibility and Community are reflected in the Behaviour Policy and additional policies as noted above. At Forest we recognise the importance to be continually working to maintain high expectations of behaviour and we believe the work is never finished in supporting pupils with their personal development. We will constantly recognize and celebrate pupils. Pupils are acutely aware of our expectations and the responsibility pupils hold as a Forest Learner this is integral to the culture of the School. This pertains to all learning environments including in and outside of the classroom including external School trips and events.

1.4 At Forest we believe behaviour is the responsibility of everyone and we understand the importance of the proactive and preventative work that schools can do to ensure high standards of behaviour and personal development. Forest supports staff to ensure they collectively embody the School culture and role model the School values. Forest recognises that maintaining a consistent approach to expectations of behaviour is of paramount importance for pupil development and the importance of consistency in an inclusive environment are of paramount importance to ensure holistic development of pupils which includes outstanding behaviour. Underlying pastoral processes are also to be found in the policies concerning attendance and punctuality, uniform, responsible user agreement, mobile phone guidelines, anti-bullying and additional policies as noted above.

At Forest establishing and maintaining excellent behaviour is not only vital in learning environments, but also plays a critical role in ensuring the environment is safe for all. Please see the Child Protection and Safeguarding Policy for further information on staff and their responsibilities in relation to Part 1 of Keeping Children Safe in Education. KCSIE (September 2023).

1.5 Forest School recognises that all behaviour happens within a context and pupils will make mistakes. As part of the accumulation process Forest in particular looks for underlying causes when a pattern of behaviour does not meet our high expectations. Forest supports pupils to improve their behaviour and decision making in the moment, support which can be provided alongside a sanction; the two are not mutually exclusive. Personal development conversations will also occur as part of the support to ensure there is an element of education to improve decision making in the future. Pupils are not defined or labelled by their behaviour. Pupils are held accountable for their behaviour choices, but this is also partnered with ongoing support for their personal development to support their holistic educational journey.

1.6 Senior Leadership and Middle Leaders must be highly visible to support both behaviour management and their colleagues. All staff (including non-teaching staff) are appropriately inducted in the School's behaviour management processes. This also includes continual professional development within the academic year. Forest has clear expectations of behaviour and this, interwoven with staff ownership, enables positive relationships to be built based on consistency, mutual respect and equity.

1.7 Forest School recognises its duties under the Equality Act 2010 and the Children and Families Act 2014 when dealing with behaviour incidents involving pupils who fall within the remit of these Acts when considering the context of a pupil's behaviour. Protected characteristics are key within the Behaviour Policy and we respond robustly to behaviour where these are impacted. On occasion, behavioural concerns 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.

1.8 Corporal punishment is forbidden by law. A Forest Staff member 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. For information on physical restraint please refer to the Searches, Contact and Reasonable Force Policy.

1.9 Pupils with SEN and/or Disabilities Forest considers the context of support provided to the pupil (at the time of the incident and beforehand) and whether this was appropriate to their Learning Need. We review the impact of the support and adjust the Behaviour Policy and other School policies where appropriate. This is discussed with the pupil, parents/carers and core pastoral team members. Part of these discussions would explore likely triggers for misbehaviour. Support/interventions are considered to help pupils self-regulate, as well as working with pupils on de-escalation techniques. This is communicated to teachers via the Pupil Passport in line with the School's Learning Support Policy. For some pupils an individual Behaviour Intervention Plan is constructed, an adaptation of the Behaviour Policy which recognises the SEND. We recognise the need for individual adjustments to be made within the Behaviour Policy for pupils with a disability and additional needs, to ensure all pupils can meet the School's expectations outlined in this policy. These adjustments may be temporary. It is important to note that any action in or outside School which compromises the safety of member/s of the Forest Community including threatening, violent or harmful behaviour (including physical and verbal behaviours in person or online) may override previous adaptations to the Behaviour Policy in terms of the School issuing a sanction.

1.9.1 The way in which pupils relate to one another or present themselves online can have a significant impact on the culture of a School. Negative interactions can damage the School's culture and can lead to School feeling unsafe. Online incidents occur both on and off school premises. Even though the online space differs in many ways, the same standards of behaviour are expected. In most cases, it is possible for any of the School's Behaviour Policy (and related sanction system) to be applied to online behaviour transgressions, including when they occur off site and/or outside of School hours. Online incidents (including cyber -bullying) are dealt with as a disciplinary matter, as well as invoking the School's Safeguarding and Child Protection Policy. Online behaviour incidents amongst young people most often occur outside the School day and beyond School premises. Parents/carers are responsible for this behaviour. However, often incidents that occur online will affect the School culture this and can affect members of the Forest community pupils, staff and parents/carers. The Responsible User Agreement, as well as this policy, clearly states our expectations of online behaviour. The responsibility for promoting and encouraging positive online behaviour must be the joint responsibility of the School with parents/carers.

2 PARENTS AND CARERS

- 2.1 Parent/carers have a vital role in supporting the School's Behaviour Policy and should be encouraged to reinforce the values and expectations at home as appropriate. By signing the Entry Acceptance Form, parents/carers authorise the Warden and staff, to whom the supervision of pupils has been delegated, to take and/or authorise, in good faith, all decisions that safeguard and promote the proper welfare and education of the pupil. This policy is the starting point for setting the culture of behaviour Forest expects. Alongside it we expect parental/carer support to ensure personal development is also explored at home beyond the White Gates to ensure excellent behaviour. Where a parent/carer has a concern about the management of behaviour, they should raise this directly with the School whilst continuing to work in partnership. All sanctions, and their rationale, are routinely communicated to parent/carers via the parent/carer portal

3 THE FOREST COMMUNITY: A whole-school approach to behaviour

- 3.1 The consistent implementation of this policy's measures is central to an effective whole community approach to behaviour, supporting and fostering an environment that is stable, built on mutual respect and understood by all.

Appropriate pupil behaviour is reinforced by the use of positive recognition and, at times, rewards and sanctions where necessary. It which helps motivate pupils, creating an environment where they learn to value themselves, and others, and show they are capable of maintaining self-discipline and developing self-regulation. Positive reinforcement and sanctions are both important and necessary to support a whole School culture. They are not mutually exclusive.

- 3.1 Pupils are encouraged to build inclusive social relationships and to behave respectfully towards others inside and outside the School.
- 3.2 The School will provide effective pastoral care and opportunities to help build these relationships and positive patterns of behaviour. We expect all relationships to be positive, inclusive and respectful. All pupils, staff, parents/carers and others should communicate following the School values in a spirit of a diverse community. Consistent and clear language is used when acknowledging positive behaviour and addressing poor behaviour.
- 3.3 Explicit guidance about the Behaviour Policy is offered and behaviour expectations are made clear as part of the induction process for new pupils and new staff. The emphasis is placed on the Forest Learner Framework and The Forest Classroom, including the Forest Teacher for all staff.
- 3.4 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 and our Child-on-Child Policy).
- 3.5 Forest's Senior Leadership Team should always be highly visible. This includes routinely engaging with pupils, staff and members of our parental/carer community. The Senior Leadership Team has a responsibility to set the expectations outlined in this policy including maintaining a whole School approach to behaviour. This team should be proactive in ensuring all staff understand what is expected in terms of behaviour. The Senior Leadership team conduct gate duty, Senior Support duty and after School duty to ensure they are accessible and present for the whole community.

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 values support Forest Learners to:
 - 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 – 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 uniform policy
- 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 Responsible User Agreement
- 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 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 RECOGNITION AND REWARDS

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 and recognition 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 Head of Section, Deputy Heads, and the Warden
- informing parents/carers of pupil's excellence via email or phone communication
- achievements published on the School website or social media
- 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, dance 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 (20), Silver (40), Gold (60) and Platinum (80) 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 credited £2 to their School payment card. The Platinum Badge will be issued by the Warden and will be accompanied by a £10 book voucher. Parents/carers 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.

5.2.4 Commendations should be awarded in recognition of excellent application of the values in all learning environments at Forest.

5.3 ACADEMIC PRIZES

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 and the Forest Learner. 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 recognising excellence, it is hoped that the prizes also connect current Forest pupils with the School's heritage and values.

5.4 OTHER REWARDS

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 FOREST COMMUNITY ESCALATION AND ACCUMULATION PROCESS

- 6th Lunchtime Reflection (accrued in one term) = School Friday Detention (Head of House) Lunchtime reflections are reset termly but are still counted in the accumulation process.
- If a pupil reaches 6 sanctions via a 'mixed economy' = Head of House to call home.
- 12th Sanction = Head of Section – meeting with parents / carers 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 (Pupil, Parent/Carers, Warden, Deputy Head Pastoral and Head of Section)

In addition to this:

Higher order sanctions will carry over to the following academic year.

- 2nd Temporary Exclusion= Warden's Meeting (Pupil, Warden, Deputy Head Pastoral and Head of Section)
- 3rd School Detention (annual)
- Leadership Team Detention (in almost all cases)
- 3rd Leadership Team Detention (annual) = 1-Day Temporary Exclusion (in almost all cases)
- 3rd Temporary Exclusion (whole School career) = Determination Meeting (in almost all cases)

To also note: There will be occasions (such as when pupils are on study leave or at the very end of term) when it is impractical for a pupil to sit a sanction. In these cases, the sanction will be served nominally.

On the day before the end of each term a School Detention and Leadership Detention will be held. If a pupil misses two lunchtime reflection, they will receive an automatic Friday Detention

Attending sanctions takes precedence over other School commitments, such as rehearsals or

fixtures. A sanction can be rearranged, if needed, by a member of staff getting in touch with the Pastoral Office in advanced of the sanction date on behalf of a pupil.

If a pupil is dishonest in an investigation or discusses their sanctions in an inappropriate way with other pupils, this information will also be passed on to parents/carers.

Forest School is a professional working environment. The School Uniform Policy provides full details of our expectations as published on the parent/carer portal. Pupils also have access to this Policy and are reminded of the expectations at the start of every academic year.

The Behaviour Policy may also be activated if the Mobile Phone Guidelines are not followed. These are included the Responsible User Agreement.

6.1 SUPPORTING A PUPIL FOLLOWING A SANCTION

It is important pupils have the opportunity to reflect on their behaviour and their actions associated with it. This is achieved by helping pupils understand behavioural expectations and how to achieve and maintain these expectations. These conversations lie not just with the pupil's pastoral team, but may also include Subject Teachers, Heads of Department and the Learning Support Department. It is important to note this could also include the Deputy Designated Safeguarding Lead as well as the Whole School Designated Safeguarding Lead.

The following list is not exhaustive, but serves as a guide of what support may include:

- A targeted discussion with the pupil; at times this could be of a coaching style
- Restorative and mediated meetings between pupils and/or staff
- Introducing a peer mentor
- A phone call with parent/carers
- Enquiry into the pupils' academic progress and contact with all subject teachers
- Inquiries into circumstances outside of School, including at home, conducted by the Deputy Designated Safeguarding or the Designated Safeguarding Lead

6.2 THE RESPONSIBILITY OF THE SUBJECT TEACHER

Responsibility for outstanding classroom management lies primarily with the Subject Teacher. High expectations, consistency, positive relationships, meaningful micro-connections and an unfailing belief in all pupils are the foundation of successful behaviour management to build and maintain strong relationships between teachers and pupils. Subject Teachers are encouraged and empowered to use a range of pro-active strategies as noted in the Forest Teacher 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. Subject teachers should use their own behaviour management strategies in all lessons to

support with Behaviour. Subject teachers are responsible for ensuring pupils with SEND or neurodiverse needs are met, by following the strategies outlined on the Pupil Passport before issuing a sanction. Pupils should not start a lesson on a sanction. If pupils' behaviour is repeatedly not meeting expectations and an LR has been given the subject teacher should contact the Head of House and Head of Section with full details and sanction moderation will occur.

The below examples of what behaviour may activate a sanction must be served as a guide.

6.3 PROFESSIONAL CONVERSATION

- 6.3.1 The staff member should formally re-state expectations in line with the School Values, The Forest Learner and Forest Classroom very clearly through a formal PROFESSIONAL CONVERSATION. This is an educational conversation that supports the pupil in their decision making. 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, calling out, or work below the satisfactory standard. The Professional Conversation is designed to reaffirm our expectations of and for the pupil to reflect upon their learning behaviour, choice of actions and/or conduct.
- 6.3.1 The staff member may decide to have this Professional Conversation at the time, or at some other planned time, and the staff member 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 staff member 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.
- 6.3.2 All members of the Forest Community including teaching and non-teaching staff should conduct professional conversations.

WHO DEALS WITH IT: All staff

6.4 LUNCHTIME REFLECTION

- 6.4.1 The next stage applies to behaviour that is not commensurate with our high expectations and School values. This could include a pupil who has not adapted their behaviour following an initial Professional Conversation. A Professional Conversation does not always have to be communicated before issuing a Lunchtime Reflection.
- 6.4.2 Teachers are encouraged to issue Lunchtime Reflections when necessary. Reasons may include (not exhaustive): continued failure to follow instructions; continued failure to complete satisfactory work; repeated disruption of others' learning in the classroom.
- 6.4.3 Such repeated behaviour should now result in the issuing of a Lunchtime Reflection via iSAMs (this should be set during working hours). Subject Teachers are asked to state briefly the reason for the Lunchtime Reflection and if applicable ensure it is stated that a Professional Conversation had already taken place.
- 6.4.4 The Lunchtime Reflection is a centralised School sanction. It follows a series of measured, proportionate interventions in the classroom or learning environment which have not led to the required change in behaviour. These are held on Tuesday and Wednesday lunchtimes (12.55pm – 1.25pm); supervision is noted in the duty rota schedule.
- 6.4.5 There are three Lunchtime Reflection Rooms; Lower School, Middle School and Sixth Form. During the Lunchtime Reflections, pupils will be asked to reflect, formally, upon their behaviour and choice of actions in writing.
- 6.4.6 The written reflection will be sent to the Subject Teacher who issued the Lunchtime Reflection. If a pupil does not complete the reflection form appropriately this may result in a repeated or escalated sanction.
- 6.4.7 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 following 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/carers will be able to track Lunchtime Reflection via the Parent Portal.

WHO DEALS WITH IT: Subject Teacher

WHO IS INFORMED: Tutor, Head of House, Parent/Carer

6.5 DEPARTMENTAL INTERVENTION (Individual Behaviour)

- 6.5.1 In certain cases, a Subject Teacher may feel that the behaviour of an individual pupil is beyond 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.
- 6.5.2 The Head of Department 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).
- 6.5.3 Together, the two Middle Leaders will agree upon the way forward best suited for that pupil. In most cases the Head of House will arrange to see the pupil (and communicate with parents/carers). 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

6.6 DEPARTMENTAL INTERVENTION (Group Behaviour)

- 6.6.1 On rare occasions, when 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.
- 6.6.2 After the lesson, the Subject Teacher should meet with the Head of Department to discuss the lesson. The Head of Department should provide 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 pastoral team members who will contact parents/carers.

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

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

6.7 DEPARTMENTAL INTERVENTION

- 6.7.1 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. In support, 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 subject teacher, the Head of Department will discuss formally with the member of staff and offer support. The Head of Department should contact the relevant Head of House to obtain more information.
- 7.1.2 If an individual pupil accrues **6 Learning Reflections** from an individual Subject Teacher, the Head of Section and or the Deputy Head of Section (Academic) 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 receives **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 **3 Learning Reflections** in the subject (across different teachers), the Head of Department will discuss this informally with the members of staff and offer support. The Head of Department will contact the relevant Head of House to attain more information.
- 7.2.2 If an individual pupil receives **6 Learning Reflections** from a subject (across different teachers) the Head of Section and or the Deputy Head of Section (Academic) 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 receives **9 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.
- 7.2.4 WHO DEALS WITH IT:
- 7.2.5 Deputy Head of Section (Academic) and Head of Section, Subject Teacher, Head of Department, Deputy Head Academic (9 sanctions)
- 7.2.6 WHO IS INFORMED: Subject Teacher, Head of Department, Tutor, Head of House and Parents/carers

7.3 WORK REPORT

- 7.3.1 The Head of House may decide to place an individual pupil on work report to monitor progress. If this is the case, clear targets will be set and this will be reviewed. Parents/carers will also be asked to review this with their child and sign the report. A work report is not a long-term intervention and is usually a short-term measure.

WHO DEALS WITH IT: Head of House

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

7.4 INTERVENTION AND SUPPORT (ACADEMIC)

7.4.1 The Head of Section and or Deputy Head of Section (Academic) 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, Deputy Head of Section (Academic) 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

In exceptional cases, a Subject Teacher may decide, as a last resort after implementing behaviour management strategies, that a pupil should be removed from the lesson. This should only be actioned in response to a serious concern about the welfare of the individual pupil or the other pupils in the class, or if the behaviour of the individual pupil is unsafe and/or causes significant disruption to the lesson that cannot be addressed by the normal implementation of the Behaviour Policy or The Forest Teacher. Other examples might include repeated defiance, or significant disrespect staff. It should only be actioned when necessary and once other published behaviour strategies have been considered/tried. In this case, the subject teacher should contact the School Office immediately via e-mail, naming the pupil(s), year group and classroom in the subject field. The School Office will contact the Pastoral Office straightaway. The Deputy Head Pastoral or the Head of Section will collect the pupil from the lesson and decide on an appropriate sanction. If the Deputy Head Pastoral or the Head of Section is not available another member of the Senior Leadership Team would support.

This scenario differs from that in which a pupil is asked to step outside the classroom briefly for a conversation with the staff member and is asked to return following this conversation.

A reintegration process is considered when a pupil is removed from a learning environment. Usually this occurs before the pupil returns to that environment. This may consist of a meeting between the pupil and the Subject Teacher with a member of the pastoral team present to support both parties and to act as a mediator, if required.

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

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

8 ACADEMIC MALPRACTICE

8.1 WHAT IS ACADEMIC MALPRACTICE

8.1.1 Academic malpractice refers to any behaviour or action that violates academic integrity or ethics. This includes plagiarism, contravening examination regulations, and misuse of academic resources, including published academic material (books, journal articles, essays), the internet and Artificial Intelligence misuse (usually through applications such as Chatbots, Chat GPT, Jenni AI, Jasper AI, and Google Bard). At Forest, Academic Malpractice is usually met with a higher order sanction. Academic Malpractice can occur in any setting, whether that is an examination hall, a classroom or at home.

8.1.2 Plagiarism is a form of academic malpractice. It involves the act of using someone else's work or ideas without giving proper credit to the original source. It includes copying text, ideas, or concepts from published or unpublished works, including online sources, and presenting them as one's own. Plagiarism can potentially occur in any context, whether that is the classroom, at home or in the examination hall. Plagiarism can result in severe penalties, including higher order sanctions. Severe cases of plagiarism can also constitute Serious Cases of Academic Malpractice.

8.1.3 Contravening examination regulations refers to any violation of the rules and regulations set forth by an institution regarding academic assessments. This can include cheating, collusion, impersonation, or using unauthorized materials during exams. Contravening examination regulations is considered academic malpractice and can result in both internal and external disciplinary action, including higher order sanction, cases for determination, cancellation of exam results or suspension from all examining boards. As an Examining Centre regulated by the Joint Council for Qualifications (JCQ), Forest School is bound by JCQ regulations relating to examinations which set out clear policy and procedure regarding malpractice in examinations and Non-Examined Assessment (Coursework).

8.1.4 Misuse of academic resources, including AI Chatbots and Chat GPT, refers to using these resources for purposes other than academic work. This includes using them for personal gain, such as writing essays or completing assignments on behalf of someone else or using them to manipulate academic performance. Misuse of academic resources is considered academic malpractice and can result in a higher order sanction.

8.2 THE PROCESS FOR INVESTIGATING ACADEMIC MALPRACTICE

- 8.2.1 Academic Malpractice, when suspected, will normally always be initially investigated by the subject teacher working collaboratively with the Head of Department, Head of House, and Tutor. More serious cases of Academic Malpractice which might involve malpractice in Non-Examined Assessments (Coursework) or Internal (Mock, Trial and End of Year) and External Examinations will usually be escalated to the Deputy Head of Section Academic and may well involve the Deputy Head Academic and the Head of Section. The most serious cases of Malpractice may be escalated to the Warden as Head of Centre.
- 8.2.2 If a form of Academic Malpractice is found to have occurred the sanction will normally be of a higher order (see Section 11).
- 8.2.3 The context of the Academic Malpractice will always be considered, and educational advice and guidance will always be provided to the individual in the case of Academic Malpractice to ensure that this does not occur again or in a potentially higher stakes setting (such as an external examination).

8.3 SERIOUS CASES OF ACADEMIC MALPRACTICE

- 8.3.1 Serious cases of Academic Malpractice (e.g., where Academic Malpractice has contravened JCQ Regulations) are likely to trigger a recommendation to permanently exclude a pupil. The most serious cases of Academic Malpractice have the possibility of involving several of the offenses set out in Section 12 as the threshold for Permanent Exclusion, including:
- Misconduct which brings or is likely to bring the School into disrepute therefore, harmfully impacting on the culture and ethos of the School community.
 - Misconduct which jeopardises the academic progress and potential of others in the School community.
 - In such instances the process set out in Section 12 'Permanent Exclusion' will be followed.

8.4 MITIGATION OF INSTANCES OF ACADEMIC MALPRACTICE

- 8.4.1 As an academic organisation which sees the protection of academic integrity as a intrinsic part of developing a culture and mindset of academic excellence and growth, Forest is committed to ensuring that all pupils have a firm understanding of how to avoid Academic Malpractice. The pitfalls of Academic Malpractice in all its forms are made explicit to Forest pupils from their beginning of the time in the School. Advice and guidance for how to avoid Academic Malpractice whilst also benefitting from the benefits of access to academic resources (including the internet, published material and Artificial Intelligence applications) is modelled consistently throughout a Forest pupil's education.

9 SANCTIONS IN RELATION TO THE FOREST COMMUNITY

9.1 RESPONSIBILITY OF ALL STAFF

9.1.1 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, known as professional conversations.
- Duty staff will use their professional judgement to decide if the behaviour requires them to set a Learning Reflection in line with this policy. If it is considered that the behaviour exhibited cannot be wholly addressed initially by a Professional Conversation or then by a Lunchtime Reflection, the member of staff must report the matter in full to the relevant Tutors and Heads of House via isams to ensure appropriate sanction moderation is completed.
- All staff should uphold the Uniform Policy.

10 SCHOOL DETENTION

10.1 A School Detention demonstrates a pupil is unwilling to adapt or change their behaviour in School, or that an individual incident of misconduct is serious in itself. Behaviour can be escalated to a School Detention in line with our sanction moderation process. 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.

10.2 The School Detention takes place on Friday afternoon from 4.00pm – 5.00pm. School Detentions are held in two different rooms i.e. Lower School and Middle School/Sixth Form. An email or phone call from the School office will provide parents with at least 24 hours notice. The Heads of House are the ‘gatekeepers’ for this sanction, taking a fully holistic view, and are therefore responsible for ongoing interventions, monitoring and support for pupils in their House

10.3 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.

10.4 If a pupil does not attend a Friday detention on two consecutive occasions, they will be listed for the next available Friday detention. If they fail to attend for the third time it will result in a Leadership (Saturday) detention.

WHO DEALS WITH IT: Head of House

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

10.5 THE ROLE OF THE TUTOR:

- To contribute to the development of the **whole child**
- To build **relationships**
- To be alert to **Safeguarding** practices
- To be **consistent** and always have **high expectations**
- To utilise Forest's **pastoral processes and support**
- Is always **learning and reflecting** on their practice
- To ensure that they have the 360-degree view of their tutees including overseeing their pastoral, co-curricular and academic journey
- To ensure they are the first point of contact, supporting the agreed and formalised communication channels
- To be a role model and set high expectations and aspirations for all tutees
- To ensure their tutees connect with the personal development curriculum
- To ensure that the pupil's individual file is updated by immediately passing relevant information using the 'contact pupil teachers' function on ISAMs and copying in the relevant admin group
- To counsel Tutees about their choice of actions and behaviour in all learning environments and those environments associated with the Forest Community
- To contact parents after consultation with their Head of House (by email, telephone or letter) about a pupil's academic performance, classroom or out-of-classroom behaviour and choice of actions.

For further information please see the Tutor Job Description and sectional tutor handbooks.

10.6 THE ROLE OF THE HEAD OF HOUSE:

- To ensure they have the 360-degree view of the pupils in their House including overseeing their pastoral, co-curricular and academic journey
- To work closely with Tutors to monitor areas of concern, highlight strengths and suggest areas for development including target setting
- To consider that there may be wellbeing, child protection and/or safeguarding issues underlying poor behaviour or actions
- To place a pupil on Work Report, after consulting the Heads of Section
- To issue School Detentions to pupils, as appropriate
- To meet with parents and carers in School to discuss specific areas of concern and spell out necessary measures designed to improve a pupil's behaviour
- To work closely with the Heads of Section whenever a pupil is not responding to disciplinary measures and sanctions
- To role model high expectations including setting high aspirations for all pupils in their House.

11 HIGHER ORDER SANCTIONS

These sanctions will be used to address unacceptable behaviour and escalation in the context of both the Forest Classroom and The Forest Community (this also includes outside School premises to such an extent as is reasonable). It is important to note that most incidents will have a wider context and not all behaviours are listed below but sanction moderation in conjunction with this policy will allow a thorough and fair process of deciding upon sanctions. Higher order sanctions will consider (if applicable) previous/ongoing support and support when deciding the appropriate sanction and next steps.

Sanction moderation is conducted in a range of cases, particularly when behaviour reaches higher order sanction territory. This usually includes the Head of Section and the Deputy Head Pastoral. It can also include the Head of House. The sanction moderation process can also occur across sections to also ensure age and stage appropriate decisions are made.

11.1 LEADERSHIP TEAM DETENTION

11.1.1 A very serious breach of discipline may result in a Leadership Team Detention which takes place on a Saturday morning for three hours. Recommendations for Leadership Team Detentions will normally come to the Heads of Section and from Heads of House, although some 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 extenuating circumstances 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/Carers. Subject Teacher and Head of Department (if the School Detention is implemented as a result of behaviour in a lesson).

11.2 INTERNAL EXCLUSION

11.2.1 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 thresholds of 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.

- The pupil will hand their phone into the School Office or the Pastoral Office before they commence their internal exclusion.

In most circumstances an internal exclusion will be communicated to the parent/carer via telephone or during a face-to-face meeting. A formal letter will then follow.

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

WHO IS INFORMED: Tutor, Head of House, Parents/Carers

11.2.2 THE ROLE OF THE HEADS OF SECTION:

- To support Subject Teachers, Heads of Department, Tutors, Heads of House, as necessary and appropriate
- To give advice and guidance to Heads of House
- To issue Leadership Team Detentions, Internal Exclusions and, at times, Temporary Exclusions
- Communicate with parents/carers
- 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

**This also pertains to the Deputy Head of Section (Behaviour and Safeguarding)*

11.2.3 The following behaviours will likely warrant a Leadership Detention or Internal Exclusion (the list is not exhaustive but serves as a guide):

- Physical behaviour
- Harmful and offensive language and behaviours
- Repeated defiance or defiance that is considered disrespect to a member of staff
- Repeated and disrupted behaviour
- Inappropriate language
- Vaping or smoking
- Plagiarism + AI Chatbots
- Exam Malpractice
- Truancy
- Vandalism

11.3 TEMPORARY EXCLUSION

11.3.1 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 to 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.

In most cases a Temporary Exclusion will be communicated to parents/carers via telephone or through a face-to-face meeting. A formal letter will then follow.

Once a pupil has returned from Temporary Exclusion, a re-integration meeting will be conducted with their Head of Section and/or Deputy Head Pastoral (and possibly the Head of House). The reintegration strategy for the pupil must be communicated at the meeting.

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

WHO IS INFORMED: Senior School staff, Parents/Carers of pupil/s involved

11.3.2 THE ROLE OF THE DEPUTY HEAD PASTORAL

- To work closely with any colleague, as necessary and appropriate
- To give advice and become involved with disciplinary matters which are long standing and/or serious
- To temporarily exclude a pupil, which will be communicated to the Warden
- To oversee communication with parents/carers
- To take a central role in any matter which may result in Permanent Exclusion.

11.3.3 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
- threatening behaviour*
- Child-on-Child Abuse including inappropriate online behaviour (cyber-bullying) towards another member of the community (including posting and responding to comments)
- Bringing the School into disrepute (including impacting on the School culture or values)
- Gross and improper use of School resources
- Persistent disruption
- Inappropriate language and/or behaviour to staff at any time
- Persistent truancy
- Unsafe and or harmful behaviour and language to others*
- Any form of repeated serious misbehaviour
- Theft*
- Persistent defiance
- 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.

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

11.3.4 The Deputy Head Pastoral will decide whether the seriousness of the behaviour should trigger a Determination Meeting and would notify the Warden for further discussion

11.3.5 The process leading to Temporary Exclusion is as follows:

11.3.5.1 Heads of Section and or Deputy Head Pastoral will normally carry out a detailed investigation and assemble the facts. 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.

11.3.5.2 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.

12 PERMANENT EXCLUSION

12.1.1 Where 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

12.1.2 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*
- Physical, Violent and/ or Threatening Behaviour*
- Repeated Temporary Exclusions
- Behaviour which threatens the safety of others including harmful behaviour (online)
- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying);
- Breach of behavioural or attendance contract
- Malicious allegations, harmful or inappropriate comments against staff
- Having run the full gamut of School sanctions
- Misconduct which brings or is likely to bring the School into disrepute therefore, harmfully impacting on the culture and values of the School community
- 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 including inside or outside of term time

12.1.3 The Deputy Head Pastoral will take overall responsibility for all aspects of the investigation involving the Designated Safeguarding Lead if the incident meets the Safeguarding threshold.

12.1.4 The process leading to Permanent Exclusion is as follows:

12.1.4.1 The Deputy Head Pastoral and relevant Head of Section will carry out a detailed investigation to 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/carers of the pupil will be informed that an investigation is taking place and the nature of the alleged offence.

12.1.4.2 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, they will ask the parents/carers 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/carers. This is not a sanction in itself, but is necessary to enable further investigation and for all information to be gathered. At times this is often a protective safeguarding measure as well. The Deputy Head Pastoral or the Head of Section will 'check-in' with the pupil via email or a phone call whilst a Determination Meeting is pending.

12.1.4.3 The Determination Meeting will be chaired by the Warden and, usually, the Deputy Head Pastoral and relevant Head of Section will attend. The pupil should attend the Determination Meeting in full School uniform. At the Determination Meeting, the Warden will explain very clearly, the rationale for the meeting. The Warden will want to hear the established version of events. Thereafter, the Warden will make reference to relevant policies and will want to hear submissions from the pupil and the parents/carers. No final decision will be taken at the meeting.

12.1.4.4 The Warden will communicate their final decision to the parents/carers normally within 24 hours of the meeting. If the Warden decides to permanently exclude the pupil, they will also inform the Chair of Governors.

12.1.4.5 If the pupil's parents/carers wish to appeal they should refer to the Appeal against Exclusion Procedure located on the website.

12.1.4.6 The relevant Local Authority will be informed if a decision to permanently exclude a pupil is made.

12.2 POLICE INVOLVEMENT

12.2.1 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.

12.2.2 The School will investigate in accordance with the School Rules, and make its own judgement, leaving the Police to investigate any criminal act.

12.2.3 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.

12.2.4 In such cases, the School will work closely and in liaison with the Police regarding Safeguarding matters.

12.2.5 The School may seek advice from the Police at anytime.

12.2.6 The Designated Safeguarding Lead will support on cases if required and depending on the specific incident/case details.

13 APPEALS

13.1 Parents/carers of any pupil permanently excluded by the Warden would be informed of their right of appeal to the School Governors according to the Appeal against Exclusion Procedure, a copy of which is available on the website.

13.2 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.