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**FOREST HILL SCHOOL**

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**RELATIONSHIPS AND  
BEHAVIOUR POLICY**

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*September 2017*

*Review: as required, or  
if a situation occurs  
which necessitates  
amendment*

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## **Introduction**

We are committed to ensuring that all individuals within the Forest Hill community are able to work and learn in an environment which is safe, favourable to effective learning and where everyone is valued and respected, allowing all to be their best at all times.

Behaviour management at Forest Hill is centred on promoting and reinforcing positive behaviour through praise, recognition and encouragement whilst discouraging inappropriate behaviour through the use of Restorative Approaches and the use of a variety of suitable sanctions. Good teaching depends on developing and managing relationships through articulating clear expectations, thorough lesson planning and effective feedback, all of which are critical factors in successful classroom management. All staff are expected to have a good knowledge of their students, especially their individual learning, social and emotional needs. Lessons should be appropriately differentiated to enable all students to access and engage with the learning.

Achieving good relationships in school depends on every member of staff understanding: that adults need to model the behaviour they wish to see from students, that good behaviour needs to be taught as much as academic content, that lapses in behaviour can be a learning opportunity for students to develop their emotional literacy and that positive relationships are at the heart of learning. We are a restorative school and all staff are expected to use restorative process as a starting point for resolving issues.

This policy reflects the school’s well-established and embedded practice of adopting Restorative Approaches as the basis for managing relationships in school. It has been agreed by staff and the Full Governing Body and is reviewed periodically to ensure best practice. This review will take account of legislative changes since the last review and changes in the school’s practice.

The policy recognises current legislation, and ensures that all staff are clear about the framework within which we are operating, so that there will be consistency across the school. Within the guidance, there are clear expectations for students, parents, Headteachers, teachers and governors.

The new guidance outlines the powers to discipline, the power to search, the use of reasonable force and the power of the Headteacher to discipline beyond the school gates. All actions must be consistent with safeguarding procedures, and Forest Hill’s Whole School Policy on Safeguarding, along with the various guidance documents on the school’s intranet, should always be followed.

The purpose of this policy is to provide guidance for staff and governors as to their powers, and also to give parents and students a clear sense of the school's practice relating to good behaviour. The policy is not an exhaustive list of sanctions and should be applied using reasonable understanding and common sense. The policy is available to parents and students via the school website.

The policy contains clear guidance for staff, students and parents/carers.

## **Policy Aims and Objectives**

The Policy aims:

- to support the ethos of the school in promoting positive relationships, fostering equal opportunity and raising attainment for all
- to value the individual, promote equality and support the school's work in social inclusion
- to focus throughout on rewarding good behaviour rather than responding to poor behaviour
- to ensure that Restorative Processes are the starting point for resolving all conflict
- to support staff by providing a clear and consistent framework for promoting positive relationships
- to support the student by communicating expectations in a clear way

## **Abbreviations used**

SLT = Senior Leadership Team

FL = Faculty Leader

HoH = Head of House

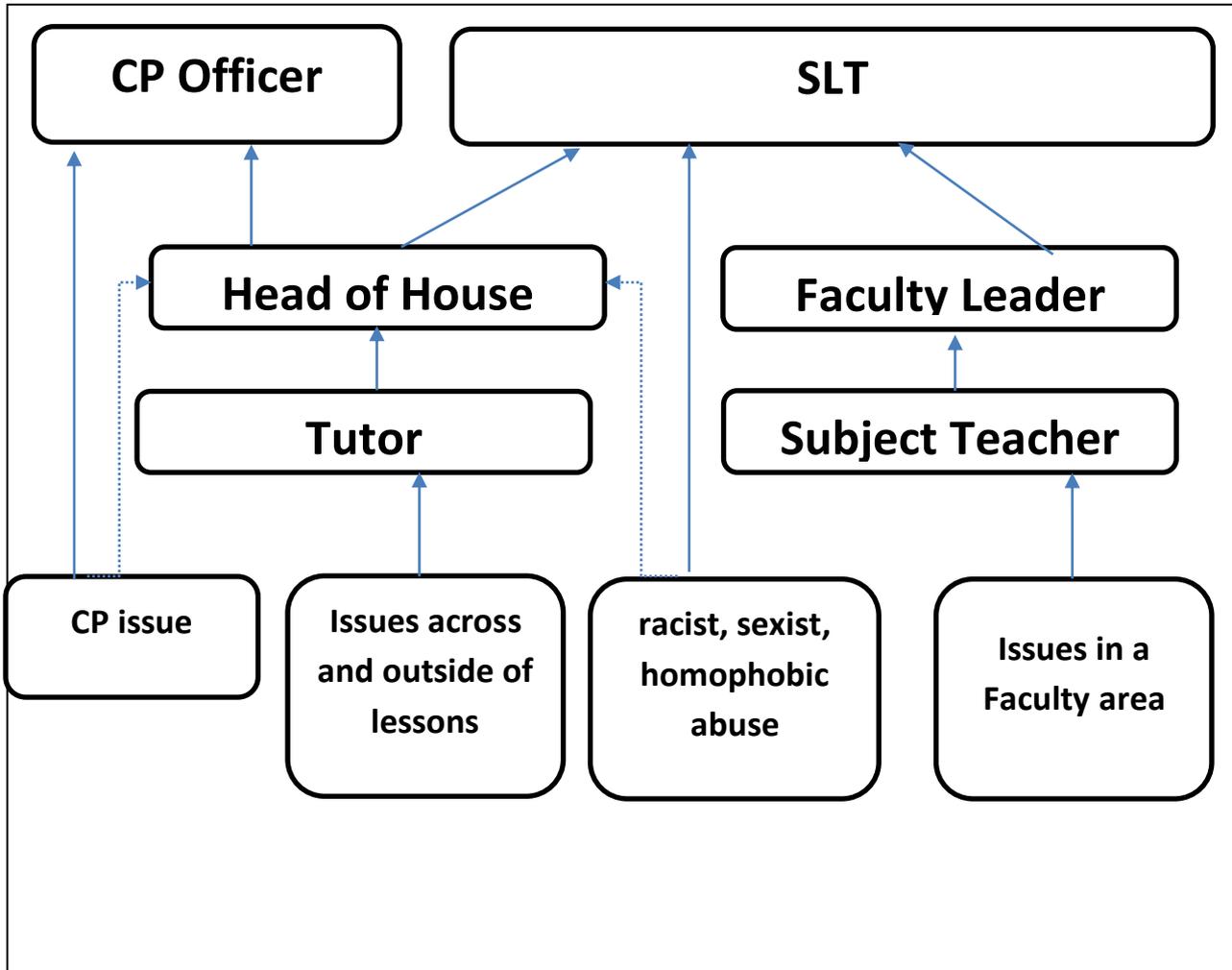
DHoH = Deputy Head of House

SIMS = school information management database

BM = school behaviour management database

CP = Student Protection

## Roles and responsibilities



## **School Rules**

1. All students must treat other people with respect.
2. All students should avoid inappropriate contact with others, especially play-fighting.
3. All students must respect boundaries with regard to other people's property.
4. All students must wear correct school uniform at all times. Additional items will be confiscated.
5. No dangerous items such as cigarettes, weapons or replica weapons are to be brought into school.
6. Mobile phones and other electronic devices are not allowed in school. They will be confiscated and may not be returned until the end of the term or half term.
7. Where data transfer is necessary, a data stick must be used rather than smart phone or equivalent.
8. Students must not eat in classrooms during lessons or Tutorial times. Students may be permitted to drink water (and only water) at the discretion of the teacher.
9. Students must always walk on the left along corridors or staircases and move with regard for the safety of others at all times.
10. Students going out of a classroom during lesson time must carry a note from the teacher.
11. Students must carry their Daybooks containing a copy of their personal timetable at all times. They must bring a range of equipment to school and take them to every lesson (see list in Daybook).
12. Students must be punctual to lessons, to registration and to Tutor period.
13. The school environment belongs to us all. Students are forbidden to drop litter or deface the environment in any way. Graffiti of any kind (on books, on furniture or anywhere in the building) will not be tolerated.
14. The sale of any item in school by students is forbidden.
15. Students must not attend school under the influence of illegal substances. No age inappropriate (tobacco, alcohol) or illegal substances should be brought onto the premises. Anyone found selling illegal substances will face extreme sanction.
16. Any student who is found to have brought a weapon into school or is found in possession of a weapon, regardless of the circumstances, will be recommended for permanent exclusion from Forest Hill School.

## **Rewards**

At the centre of our student rewards system is the firm belief that any 'reward' that is given is a sign of recognition for a student's effort, contribution to learning and progress, aligned with our school ethos. This approach is based on developing students' desire to learn.

We use the online rewards system [www.epraise.co.uk](http://www.epraise.co.uk) as a mechanism for recording and celebrating centrally students' contributions. The guiding principle is that all rewards carry the 'currency' of epraise points. Students earn these for classwork, homework, extra-curricular participation and commitment to the values of the school. They work towards milestone certificates and save up their points to spend in a rewards shop or to donate to charity. Houses, Tutor groups and individuals compete to gain the most points, and students, staff and parents are able to track points activity online.

Points can be given by any member of staff, according to an agreed points structure in the interests of consistency. Class learning points are currently entered using the codes 1 or 2 on the SIMS attendance register then converted to epraise points. Otherwise, points are entered directly into the epraise website by staff or awarded by coded stickers which students then log in epraise.

For more detailed information about epraise, please consult the epraise handbook.

**Physical rewards which carry epraise points may include:**

- Homework stickers in books or codes through Handin
- Letters / postcards sent home to parents. These may be awarded for a variety of reasons, such as (but not exclusive to) sustained effort and achievement in a subject
- Other certificates for participation in extracurricular activities, such as a sporting achievement or voluntary work representing the college.
- Achievement Evenings: These are held annually where large numbers of students have their achievements recognised in front of an invited audience consisting of parents, governors and staff.
- Jack Petchey Award: The school currently operates the Jack Petchey Achievement Award scheme, a reward and recognition initiative which enables schools to celebrate the achievements of their young people as well as receive additional funding.

**Our informal reward processes:**

- Positive comments written on work
- Use of stickers / stamps
- Public recognition in lessons
- Placing student's work on display
- Positive comment made in Daybook for parents
- Informing Tutor and/or Head of House
- Senior staff visiting classes to praise students' work and effort
- Non-verbal recognition (thumbs up, nodding, smile).

## A brief introduction to Restorative Practice

Restorative Process (RP) is based on the principles of restorative justice (RJ), which is a way of repairing harm that has its roots in a number of ancient cultures including Native American, Maori, Aboriginal and Anglo-Saxon. In the school context there is growing recognition of the importance of building and maintaining positive relationships in order that effective learning can take place.

A key restorative principle is that where an event causes harm to any member of a community, a way needs to be found to repair that harm; in order to do so, those affected need an opportunity to express their needs, and those who perpetrated the harm need an opportunity to make amends. Cameron and Thorsborne (2001) explain this well in relation to education:

‘Restorative justice in the school setting views misconduct, not as school-rule-breaking and therefore a violation of the institution, but as a violation against people and relationships in the school and in the wider school community. Restorative justice means that the harm done to people and relationships needs to be explored and that harm needs to be repaired.’

Incidents in schools that are dealt with restoratively provide opportunities for harm to be repaired. The process takes place when all parties are in agreement that they want to address the harm in this way and in particular, it is important that the person causing harm accepts that s/he has done so, is ready to be held accountable and wants to repair the wrong-doing. This is a different perspective to the simple application of sanctions, but it does not preclude their use as part of an overall restorative behaviour management system.

Where possible, restorative process brings together those harmed and those who cause harm who, through the restorative process, are faced with the impact of their actions. The judgement of staff involved as to the readiness of the person causing harm and the sensitive and supportive management of the resulting shame are important elements of the process, which can bring genuine changes in attitude and future behaviour. At the same time those who have been harmed have an opportunity to express themselves and to have a say in how the matter is resolved – part of their healing process. An agreement is formed by all parties, with the commitment of all present and includes a shared understanding of the consequences of any breach of this agreement.

If it is not possible to bring together harmed and harmer, restorative processes can also enable the harm, and ways of repairing it, to be explored. Many processes are based on a simple series of questions which can be used in a variety of settings, from small-scale conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes.

- What has happened?*
- What were you thinking/feeling at the time? And now?*
- Who has been affected by what happened? How have they been affected?*
- What is needed to make this right?*
- How can we make sure this doesn't happen again?*

Whilst the questions are not difficult in themselves, much depends on the style of delivery and skilled handling of the emerging information. The bigger the group involved, the more skilful the facilitator needs to be, both in terms of handling group dynamics as well as sensitivity in managing the information that is likely to emerge. Experience both internationally and in the UK also suggests that restorative approaches will be most effectively used within a school culture where emotional health, well-being and literacy are developed on an ongoing basis.

## Consequences

### Low-level behaviour in lessons, Tutor time, around school and in the playground

At Forest Hill we have identified behaviours that we class as 'Low Level'. Despite being termed 'Low Level', these are behaviours that disrupt the learning of all students and have a negative effect on the environment we work in. Therefore they should not be tolerated by students or staff.

In lessons / Tutor time	Around the school building e.g. at lesson changeovers, break and lunch	In the playground
Chewing Not Equipped - Pen Not Equipped – PE Kit Not Equipped – Book/Folder Incorrect uniform Homework Issue Shouting Out/Talking Out of Turn Repeatedly Off Task Disturbing Others Rudeness	Inappropriate physical contact Eating and drinking Littering Running Shouting	Inappropriate physical contact Littering Rudeness Intimidating other students Any behaviour that intentionally or recklessly puts others in danger

If students exhibit these behaviours they should be issued with a consequence.

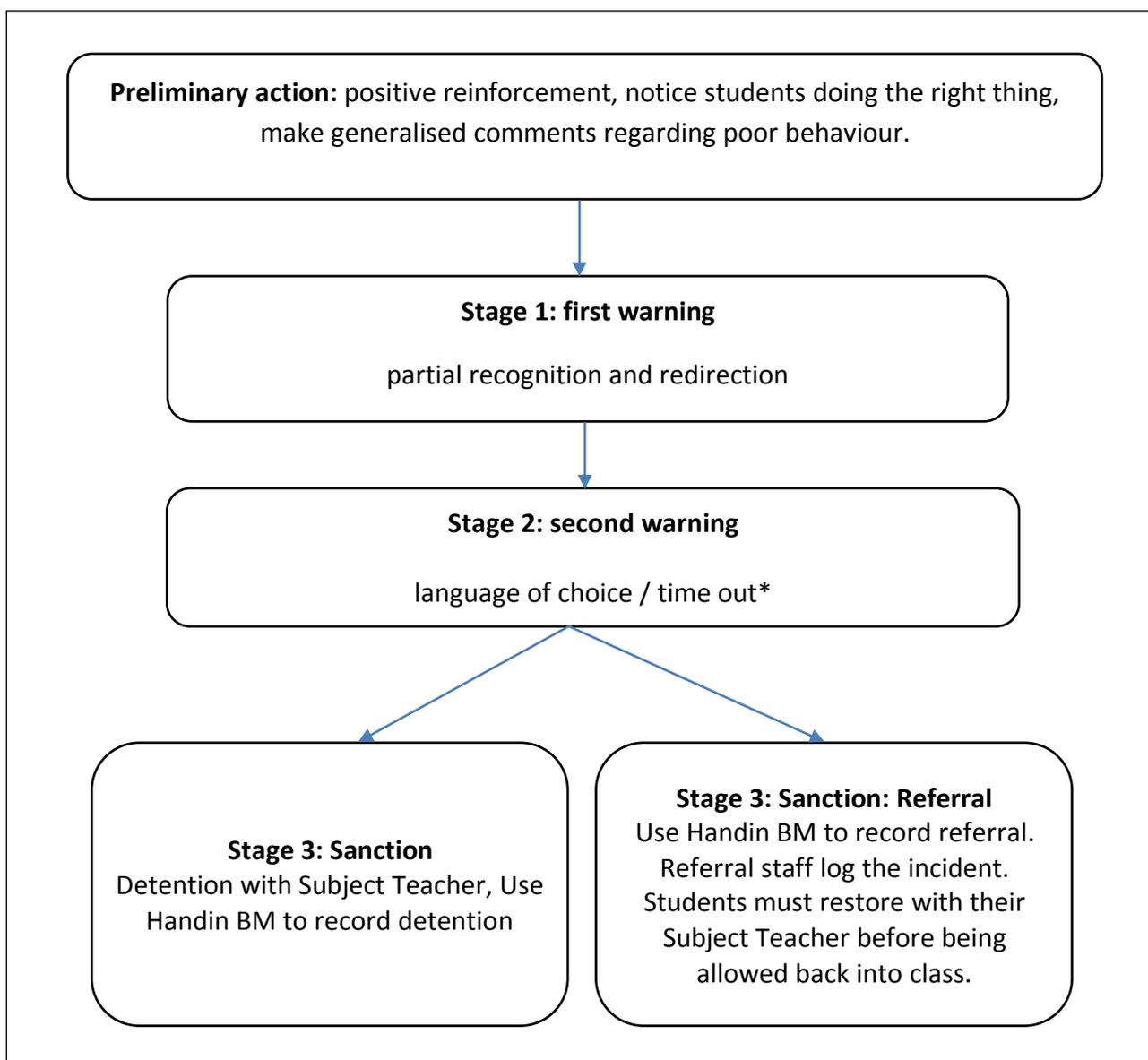
This may include;

- warning
- detention
- discussions with Form Tutor
- moving seat/position in the classroom
- referral to HoH/FL
- Faculty or House Detention
- community service
- letter to parents
- Tutor report
- meetings with parents

The list above is just some examples and therefore does not contain all possible options.

## Behaviour management in lessons

Behaviour management in lessons is the responsibility of the Subject Teacher with support from the of Faculty Leader and other Faculty area post-holders where required. Tutors and the HoH should be made aware of sanctions through BM/SIMS/email but it is the responsibility of Faculty Area to deal with problems when they arise. Please see the section Further Guidance for teachers for more information.



\* only one student at a time and for a short period of time.

Behaviour management in Tutor time follows broadly the same ladder of consequences, the sanction / action being a Detention with the Form Tutor which is recorded in the student's daybook and in the Tutor's records.

## Detentions

The school uses Detention as a sanction and parents are advised of this at their initial interview. The school community, including parents and students, should be reminded of this annually.

Under the right to discipline, it is lawful for teachers and other school staff to give Detention without notice, and without parental consent, during the normal school day. This applies to all students up to the age of 18. An email to the address provided by the parent or a note in the student's planner stating the date, time and length of the Detention is acceptable as notice.

The school's practice is that wherever possible we seek to give notice to parents and students regarding detentions via email. However for minor issues a student may be kept behind for 20 minutes on the same day without notice as this is often the quickest and most effective way of dealing with an issue. Also on rare occasions when faced with serious instances of poor behaviour or truancy the school reserves the right to issue students with a Detention of up to 60 minutes on the same day without notice. The school will endeavour to keep parents informed when their son has been given a detention, in practice this means that parents are sent an email informing them of the detention in advance or in some cases retrospectively via a note in the daybook.

Teachers will endeavour to give notice to parents where possible for detentions of longer than 60 minutes.

### **Handin Behaviour Manager tool**

From September 2017 we will be trialling a new tool to record, communicate behaviour events such as detentions or restorative meetings.

This tool is accessed through the Handin icon on FHS Connect then via the Behaviour button at the top of the Handin page.

The Manager tool enables staff to set and manage behaviour events. Once an event is created, the student, his parent/carer and the staff involved will receive an email with details of the event. There will also be an alert on the student's Handin page. The event can be marked as resolved or further action initiated as appropriate.

The Behaviour Log tool enables Parents & staff to monitor students' behaviour events over a given period.

The school will exercise its power reasonably and staff should never knowingly put a student at risk by detaining them. Disagreement with the penalty on the part of the parent is not a reason for a student's non-attendance.

## **Bullying, & instances of racist, sexist or homophobic abuse or harassment**

Forest Hill School is committed to creating an environment where all pupils feel safe and secure so that a culture of mutual support exists. School staff work hard to ensure that all pupils form positive learning and friendship groups, in all areas of school life.

At Forest Hill School all students and staff know there is a culture in which bullying or harassment of any kind is not tolerated.

The members of staff at Forest Hill School are aware that most incidents of bullying between students take place in the absence of adults. We are therefore very clear with students about the need to tell adults when incidents of bullying do occur so that we can deal with them promptly and effectively. All staff must be alert to the signs of bullying and act promptly and firmly to address it in accordance with the guidelines laid down in our Anti Bullying Policy and Equal opportunities Policy.

If you have been bullied or harassed or you feel that your son is being bullied or harassed please speak to the Head of House as a matter of urgency or log your concerns via email or use the link on your epraise home page

### **Recording issues of Bullying, & instances of racist, sexist or homophobic abuse or harassment.**

Serious instances such as those listed above should be recorded formally in accordance to our anti bullying policy. Members of staff are asked to take some initial action to ensure that the offensive behaviour stops and that the main protagonist is isolated. Once this has been done staff must record the incident using the relevant form and pass to the relevant party for further action as below.

#### **Bullying**

Address with students

Record on form\* and pass to HOH/FL

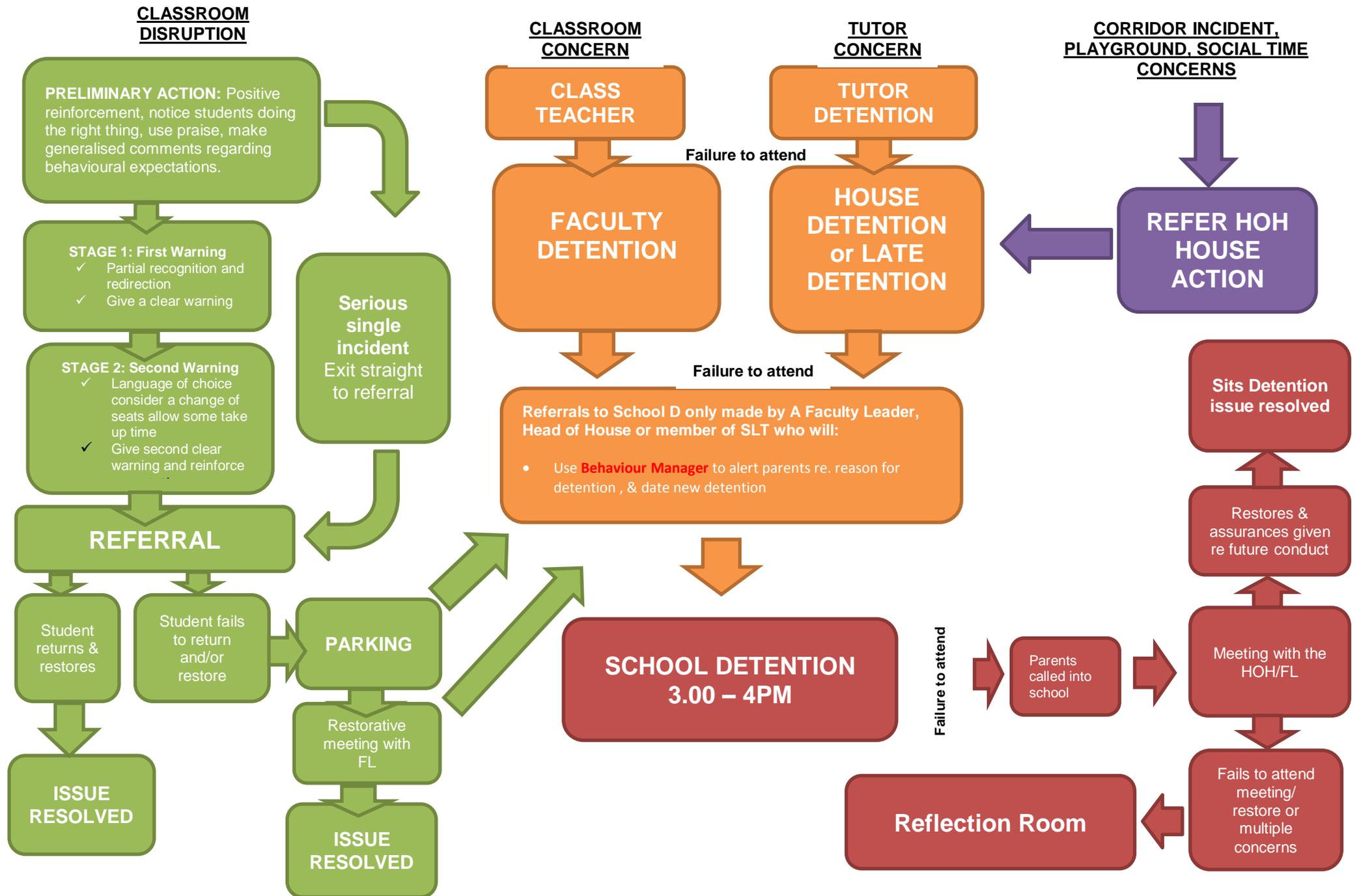
#### **Racist, Sexist & homophobic incident**

*Address with child*

*Record on form\* and pass on to IHN*

*\* Bullying, Racist, Sexist & homophobic incident forms are available on the shared area in the admin folder.*

# Forest Hill School Detention & Behaviour Sanction Flow Chart



# Forest Hill School Detention & Behaviour Sanction Flow Chart

## Detention with Subject Teacher / Tutor

This time should include a constructive conversation, based on the restorative questions, with the aim being that the student understands the harm caused. It will typically last up to 20 minutes.

## If a student does not attend the Detention with Subject Teacher / Tutor

<b>Subject Teacher Detention</b>	<b>Tutor Detention</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Subject Teacher uses <b>Handin Behaviour Manager tool</b> to issue a Faculty Detention</li><li><input type="checkbox"/> Subject Teacher alerts the FL and Form Tutor (and HoH if appropriate)</li><li><input type="checkbox"/> Faculty Ds are run weekly by Faculty post-holders, possibly in collaboration with other Faculties</li><li><input type="checkbox"/> Failure to attend a Faculty Detention results in a School Detention being issued.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Tutor uses <b>Handin Behaviour Manager tool</b> to issue a House Detention</li><li><input type="checkbox"/> House Detentions are run every week by the HOH</li><li><input type="checkbox"/> Failure to attend a House Detention results in a School Detention being issued.</li></ul>

## If a student does not restore with their Subject Teacher following Referral

Forest Hill School is committed to tackling low level disruption and as such takes strong action to ensure that students quickly understand that disruption damages the learning environment for all and as such will not be tolerated. When a student is sent to referral the onus is on them to take the initiative and go back to the subject teacher later that day to restore with them. Any student who feels that they need support with this process should seek support from their form tutor or HoH on the same day to ensure that issues are quickly rectified.

# **Forest Hill School Detention & Behaviour Sanction Flow Chart**

Restoring with teachers following a referral is a crucial element of our practice and so if a student does not engage or does not restore the class teacher and FL will arrange for them to be Parked until the restorative has taken place successfully.

If this goes on beyond two lessons, an official Parking letter is issued by the FL.

See below for further information on Parking.

## **If a student does not attend the Faculty/House Detention**

Student is issued with a School Detention.

An email is sent home and the matter recorded on BM.

## **If student does not attend School Detention**

Parents will be invited to meet with the relevant HoH or FL the following morning before school and the student offered another opportunity to attend the school Detention. If this meeting does not take place or if the student has a history of non-attendance at detentions they may be directed to spend time in the Reflection Room until a way forward can be agreed.

## **If a student misbehaves in the Reflection Room**

An additional period of reflection will be arranged or an external exclusion/ placement at Alternative Provision considered.

## **Referral**

This is a provision to support Subject Teachers in such cases as:

- abuse to teacher
- discriminatory language; racism, sexism, homophobia,
- extreme rudeness\*
- serious non-compliance with the instructions of staff
- fighting or serious threat of violence
- behaviour which puts others' health and safety at risk
- persistent behaviour which adversely impacts on other students' learning
- theft or vandalism

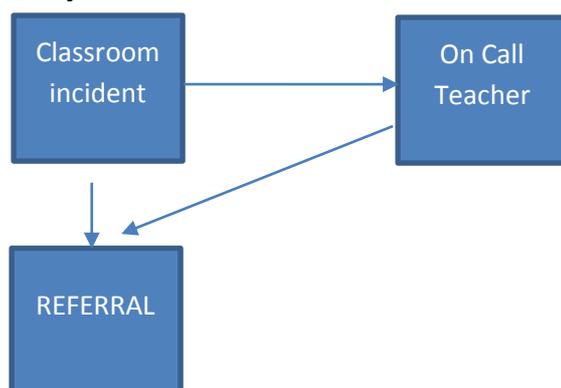
Referral should not be used as a sanction for lateness, lack of equipment or uniform concerns.

There is a dedicated referral space to which students can be sent. Alternatively, students can be placed in another classroom, but this must still be logged as a referral.

The Subject Teacher uses the behavior manager tool to record the referral. This should be done as the child is sent so that referral staff are aware of all the students who have been sent in good time.

An email is sent home to inform parents/carers that their student has been sent to referral. Records of boys sent to referral are kept on an individual basis as well as a whole school record which is regularly scrutinised by SLT. HOH, FL & SLT will follow up persistent offenders and consider how best to address repeating patterns of poor behavior.

## On Call System



If in the rare event a student refuses to leave the room and go to referral, or if a class teacher requires additional support in their room during the lesson for another reason, staff are advised to request support from the On Call teacher. This can be done by sending a runner with a note to main reception; office staff will then make contact with the relevant member of SLT who will be able to give support as required.

Students who have to be brought down to referral in this way will be given an automatic School Detention on the following day.

## Parking

Parking refers to the planned removal from lessons of an individual student. It is usually negotiated by a subject teacher with their Faculty Leader and pertains to the lessons in that particular subject only. Withdrawal from lessons can be used as a response to persistent poor behaviour which adversely affects the learning of the other students and has not been resolved with other sanctions or restorative meetings. It is a significant sanction which must be strictly time-limited. It is not designed for extended periods and should not be used for periods longer than two weeks. All Parking arrangements that go beyond the two lessons must be formally reported to parents. It is most commonly used as a response to a student's failure to attend a restorative meeting following a student being sent to referral, in which case every effort should be made to resolve the matter as quickly as possible. It is envisaged that Parking will be used in conjunction with the restorative approaches to work towards restoring good working relationships, setting targets around acceptable future behaviour and ultimately reintegrating the student back into class.

Parking is coded as a 3 on the SIMS register.

## Truancy from Class

In the event that any student is found to have truanted a lesson during the day the relevant subject teacher, FL or HoH will issue them with an automatic School Detention, for the same day in the first instance and Senior staff in the detention will discuss whether further action is required.

## Student reports

Students may be placed on a general cross-subject report by the Form Tutor, HoH, Deputy/Assistant Head and in exceptional circumstances, the Headteacher. They may be placed on Faculty Report by

the faculty Leader. The report should be signed on a daily basis by the person who has issued it. It is the responsibility of the person who has issued the report to maintain the oversight and ensure that the report is properly completed. It is also the student's responsibility to maintain the report appropriately, to report to the member of staff as required and to get the report signed by a parent, carer or other responsible adult at home. In addition to the reports to improve behaviour, the HoH may also issue Attendance and Punctuality Reports for students where this is a particular concern. Contact should be made to inform the parent/carer that their student is on report.

The school also operates a Senior Leadership Report. This report is for those students who cause significant concern in terms of behaviour, work and application to learning. It is intended to reinforce with students the need for focus on learning and appropriate behaviour for learning.

## **Community Service**

Students who are behaving in a dangerous or antisocial manner during social times or lesson change over may be required to perform acts of community service to help repair the harm they have caused and as a deterrent against future misconduct. The senior team will arrange where necessary for them to be issued with the requisite equipment such as bin bags and litter pickers.

students who have been set community service should report to the SLT member on duty at the start of lunch.

## **Serious Incidents**

On very rare occasions, a student may display behaviour that would be classed as serious.

- Swearing directly at a member of staff.
- Discriminatory language (e.g. racist) towards member of staff
- Discriminatory language (e.g. racist) towards another student verbally or otherwise e.g. via social media.
- Bullying – please indicate the nature of the bullying incident e.g. cyber, verbal etc.
- Assault on a member of staff
- Assault on another student
- Fighting
- Vandalism of school property
- Theft
- Possession of banned items (e.g. weapon, drugs)
- Endangering the health and safety of others.

These types of behaviours are very serious and will not be tolerated at Forest Hill. Therefore they are likely to result in sanctions such as;

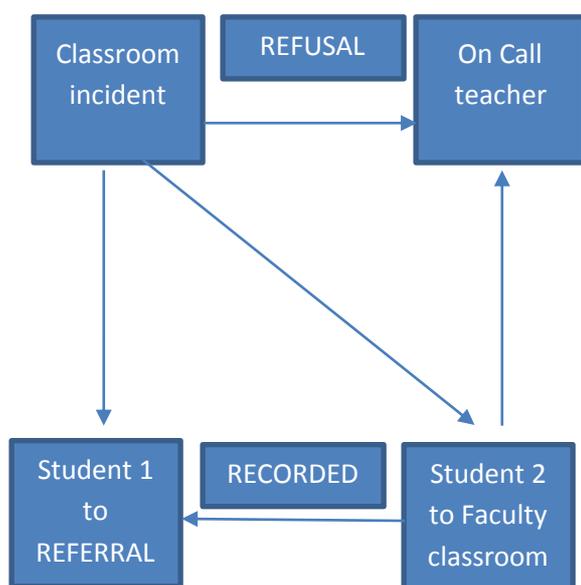
- Being sent to referral
- Being Parked from a subject area
- Time in the Reflection room
- Being referred to the Senior Leadership Team

- Fixed Term Exclusion
- Governors Final Warning
- Permanent exclusion from Forest Hill School.

## Physical Aggression

Where there has been an incident in which a student is involved in an act of physical aggression, it is the policy of the school that they be withdrawn from lessons and will work under supervision away from the class. Parents will be informed if this is the case.

For incidents where two students are in conflict, On Call should be used along with a temporary short term parking system within the department or jointly with another department by prior agreement.



## Reflection Room / Internal Exclusion

Forest Hill operates a system of organised internal exclusion. Students who persistently disrupt the learning of others, behave in a reckless and dangerous way, refuse to serve detentions or are involved in other serious incidents may be required to serve a period of internal exclusion in the Reflection Room. This time will be set by the referring teacher- usually the boy's Head of House, Faculty Leader or a member of SLT and will reflect the nature of the incident as well as the student's prior history and other relevant factors. Parents are usually notified in advance of this however students are sometimes placed in the room following a fight or other serious incident in school and so in such cases parents will be notified as soon as reasonably possible. During this time the students are removed from lessons and social times, set other appropriate work and supervised away from their normal teaching groups. Students are provided with an opportunity to purchase lunch or eat the lunch they have brought but are supervised at social times.

The boys are expected to spend a portion of their time considering the harm that has been caused and staff will work with the students to repair this harm and prepare them for reintegration back into their normal routine. Students who demonstrate that they are not ready to restore may be required to repeat their time in the room.

## External Exclusions

Consideration for fixed term and permanent exclusion from school is in the judgement of the Headteacher. All recommendations will have regard to the legal framework and will take into consideration whether there has been previous use of Restorative Approaches.

#### **Fixed Term Exclusion – i.e. up to 15 days**

- Bullying/intimidation
- Persistent disruption
- Assault on staff/other students
- Abuse
- Fighting
- Petty theft
- Attack on a victim after he has reported earlier bullying

#### **Permanent Exclusion**

- Bringing to/possession of a weapon in school\*
- Illegal activity (e.g. supplying or selling drugs / serious theft)\*\*
- Violent assault with intent (pre-meditated on a student by an individual or group of individuals)
- Persistent failure to respond to advice and/or expectations set by the school
- Failing to adhere to the terms set out within a Pastoral Support Plan
- Persistent bullying
- Persistent theft
- Dangerous/violent behaviour to students or staff
- Grievous bodily harm
- Behaviour that endangers self or others
- Sexual assault on other students or staff
- Major violent incident

#### **\*Bringing to/possession of a weapon in school**

In order to ensure the safety of students and staff, and for the avoidance of any doubt, the Governing Body have a 'zero tolerance' policy regarding the bringing to/possession of weapons in school or within our local community. **Any student who is found to have brought a weapon into school or who is found in possession of a weapon, either in school or within our local community, will be permanently excluded from Forest Hill School regardless of the circumstances.**

#### **\*\*Supply or selling of drugs**

In order to ensure the health and safety of students, and for the avoidance of any doubt, the Governing Body have a 'zero tolerance' policy regarding the supply or selling of drugs. **Any student who is found to have supplied or sold drugs either in school or within our local community will be permanently excluded from Forest Hill School, regardless of the circumstances.**

#### **Formal warnings**

Formal Warnings are the method by which students and parents are made aware of the level of concern regarding behaviour. Formal Warnings are issued after a concern about behaviour has

arisen which has been serious enough to warrant a fixed-term exclusion. Formal Warnings can be issued by the HOH, Deputy or Assistant Head, Headteacher and in the most serious cases, Governors. The decision will be taken at the time of the exclusion as to which level of warning is appropriate. The nature of the behaviour issue and the student's history will be taken into account when this decision is taken.

The Governors' Formal Warning is an internal procedure, distinct from the Governors' Discipline Committee; the Governors' Discipline Committee is a statutory requirement under exclusion procedures for all exclusions of 16+ days. This committee may also be convened at a parent's request, when a student has been excluded for between 6 and 15 days, so that the parent can make representations.

## **Pastoral Support Plans**

Any student who is badly behaved & or disengaged from school, is unlikely to be able to make the most of their education. Equally students who display persistently poor behaviour have an extremely negative impact upon the education of the other students in their classes. Sometimes a student's poor behaviour is as a result of problems they are experiencing. If the causes of the behaviour are identified and appropriate support is provided, the behaviour can be turned around.

### **What is a Pastoral Support Programme?**

A Pastoral Support Programme (PSP) is a school based and co-ordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their attendance.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion. PSP's are the most serious and intensive level of support that the school can offer a student, failing a PSP can lead to a recommendation for permanent exclusion. Given this they can only be instigated by the senior leadership team – in practice usually the Deputy Head Teacher for Inclusion. The Deputy Head will nominate an additional member of staff- usually the student's HOH who will work in partnership to coordinate and oversee the PSP planning and review process. PSP's are focused on meeting the needs of the child or young person, in a practical and manageable way. Any PSP should be developed in conjunction with other existing plans and should not be regarded in isolation. If the child or young person has another plan (EHCP/CP etc) then ideally the PSP should be integrated.

A PSP should not be used to replace the special educational needs process. But a PSP is an opportunity to fully explore and address any background issues/SEND needs that may be contributing to the student's presenting difficulties and history of poor behaviour/attendance. A PSP should ensure that the support plans and provision for pupils at serious risk of exclusion reflect appropriate approaches, strategies and support to meet their additional needs. It may be that staff also consider undertaking a Common Assessment at the same time in order to establish how best to support the Student and his family.

A PSP will be considered for students:

- who has several fixed period exclusions that may be leading to a permanent exclusion

- who is identified as being at risk of failure at school through disaffection &/or poor behaviour.
- where the situation is complex and a range of agencies are required to support children and young people.

#### Setting up a PSP

A PSP works best when set up in consultation with parents or carers. Forest Hill School will always attempt to work in partnership with parents and carers and ensure that that each understand their roles and responsibilities in relation to the PSP. To set up a PSP, the school will invite the parents or carers, and other relevant agencies to meet together, discuss the areas of concern and what is required to get back on track, both academically and socially.

In drawing up a PSP Forest Hill School will, in discussion with others:

- review learning needs, particularly literacy skills that may be affecting the student's behaviour. If necessary, a learning programme must be put in place immediately. This may include lunchtime or after-school teaching and other forms of study support. Review and consider changing, the teaching group or class. The PSP could specify a particular teaching group or define a seating plan. Members of the child or young person's peer group could be identified to act as a positive role model or 'study buddy';
- review social, emotional or behavioural needs that may be affecting behaviour and provide a programme to develop these skills as appropriate;
- consider, or reconsider, disapplying the National Curriculum to allow time for specific learning activities;
- consider older pupils or adults with suitable training, acting as mentors;
- consider the professional development needs of staff. Staff should be given guidance, advice, or other continuing professional development opportunities in relation to meeting the range of needs of children and young people at risk of exclusion and should be given guidance on behaviour management specific to any child or young person with whom they come into contact;
- consider how the child or young person's needs could be met through the support available in school.
- consider an immediate intervention placement at a Pupil Referral Unit.
- consider whether this would provide the opportunity to benefit from other assessment, expertise and resources.
- consider, with the agreement of the child or young person, parents/carers and the receiving school, a managed move to another school. In this case the PSP should be developed in partnership with the receiving school. A fresh start, with the opportunity to develop new relationships, with the right support and resources, can have a positive impact on a child or young person's progress;

- consider whether the pupil should be offered specialist support, e.g. emotional support or counselling, for bereavement, bullying, alcohol/ drug related or mental health issues and organise this as necessary;

The PSP will:

- use information gathered from a range of sources including, the child or young person, parents and carers, school and other relevant professionals;
- set out specific and realistic targets, and how they will be measured, agreed by all involved, including the child or young person, and broken down into manageable chunks;
- identify the input and support from the school that the student will receive to help him reach the agreed targets;
- identify the input and support from the parents/carers that student person will receive to help him reach the agreed targets;
- identify any further assessments from school staff or other agencies which are deemed necessary together with a timescale for completion
- identify the input and support from all other relevant professionals and agencies that the child or young person will receive to help him/her reach the agreed targets;
- identify the recognition and rewards that the student will receive when they demonstrate efforts to meet the agreed targets;
- identify the consequences that will result if the student does not demonstrate efforts to meet the agreed targets including any sanctions that may be applied;
- identify the time limit for the duration of the PSP including review dates. Any PSP should be given appropriate time to ensure the pupil has opportunity to demonstrate efforts to improve. A PSP has a time limit, for example, 16 working weeks. During this time progress is regularly monitored and adjustments made to the PSP as necessary;
- It may be appropriate for Children's Services/ Lewisham MASH team to become involved if not already, as they may be able to resolve home problems that contribute to attendance or behaviour difficulties at school. Such links with social workers and other agencies, both statutory and voluntary, are essential for pupils who are looked-after, who are young carers or are on the child protection register. These services may also be involved with other vulnerable children and young people. For looked-after children, the PSP should reflect and ideally be integrated into any other plans e.g. the education section of the Care Plan so that the targets and outcomes are known to the social worker and other relevant professionals. Forest Hill School will inform the social worker when a looked-after child is failing to achieve the outcomes expected in the PSP; it will be appropriate for the school to inform other agencies if they are already involved with the student. Children's Services are responsible for reviewing all aspects of the care of a looked-after student regularly (at least six monthly and more often if necessary). This should include changes to the education targets in the Care Plan.

## Reviewing the PSP

Once a PSP has been drawn up it will be reviewed in the following timescale, each review meeting will be minuted and the parents / cares given copies of the minutes.

- **Week 1. Initial PSP meeting** - Plan drawn up and circulated
- **Week 4 First review**- School staff/Parents meet to review targets
- **Week 8 Second review** (should the Feedback from the first review indicate that the student is failing to meet the targets set a School Governor will be asked to join the reviewing body for subsequent meetings)
- **Week 12 Third review** – If a student is still not meeting the school expectations at this stage the school will refer them to a suitable alternative provision for an intensive intervention placement. The Fourth review will be scheduled four weeks from their return to Forest Hill School.
- **Week 16 Fourth and Final review** - Students who have met their targets will at this stage be removed from the formal PSP process. Students who have failed to meet their targets will from this point onwards be educated in the school's internal exclusion facility whilst their case is taken to the Lewisham Fair Access Panel and a request for a managed move made. Should such a request be unsuccessful the student will be referred to the governors with a recommendation that they be permanently excluded from school.

## General Guidance on Exclusion

DCFS (as was) Guidance on exclusion was re-issued in January 2015.

Only the Headteacher may exclude a student from school. In the absence of the Headteacher, this role may be undertaken by the relevant Deputy Headteacher. The school regards exclusion as a serious sanction, to be used when other sanctions have failed or when the breach of discipline is serious enough to put the learning opportunities and/or health and safety of other students at risk. The guidance in full can be accessed from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/630073/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf)

Since September 2007, the school has had the responsibility to educate students who are excluded for a continuous term of six days or more. This is usually managed at Forest Hill by referral to the provision at Abbey Manor College, Street Vibes or New Woodlands. Other external providers can be used provided they meet Lewisham's quality standard – the LA issues a directory of these providers.

Fixed term exclusion from school will usually follow a series of incidents which have resulted in interventions from pastoral staff, but where there has been no improvement. This will generally be the case but not invariably, as some offences may warrant immediate fixed term exclusion from

school. Standard letters for fixed-term and permanent exclusions, as set out in the DfE guidance on exclusions, are kept centrally and must be used according to the length of the exclusion.

A Governors' Discipline Committee must meet to review an exclusion of 16+ days. For exclusions between 6 and 15 days, parents/guardians have the right to request a meeting of the Governors' Discipline Committee if they wish. The Local Authority will usually send a representative and the parents/guardians have the right to attend with a friend or representative.

When making decisions about the length of an exclusion, the following should be taken into account:

- the seriousness of the offence
- whether this is a one-off event and, if so, the degree of seriousness
- whether it is part of a long-term pattern of poor behaviour
- evidence presented by staff
- written statements by the student and student witnesses where appropriate
- disciplinary history of any student involved
- the degree of culpability of any student involved
- any other evidence which could be deemed relevant

When a student is excluded from school, they would usually see the Head of House or Deputy Head and receive a letter to take home. A letter will also be sent by first class post. These letters follow the format in the DfE and LA guidance. In addition, every attempt will be made to contact the parent to inform them by phone and explain the situation; this is likely to be done by the HOH, DH/AH or Headteacher. A decision about who is the most appropriate person will be decided at the time of the exclusion.

### **Excludable Offences**

Exclusion from school will usually only be used after other sanctions and support have been applied, unless the offence is a serious one-off event. The Governors of Forest Hill School take the view that disruption to the good order and discipline of the school, whatever form it takes, can damage the life chances of other students, and must therefore be taken seriously.

Students could be excluded from school, for example, for repeated misbehaviour, deliberate refusal to comply with the school's procedures or reasonable instructions from a member of staff, repeated or serious rudeness, persistent lesson disruption, all forms of bullying including persistent racist, sexist or homophobic remarks and behaviour or remarks and behaviour that are targeted at differently-abled students, including those with a learning difference, swearing at staff, mischievous or malicious allegations against staff, theft, and violence to others. The number of days' exclusion will vary according to the offence and the disciplinary history of the student, and will be decided after an assessment of the evidence and discussion with the Headteacher and relevant staff, usually the SLT line manager and the HoH.

Where there has been a deliberate serious sexual or physical assault or harassment of staff or the threat of physical violence, the matter will always be referred to the Governors for consideration of a serious sanction. This may include arranging a Managed Move, a final Governors' warning or, depending on the circumstances, a permanent exclusion.

Permanent exclusion is likely to be used as a sanction in cases where other intervention strategies have been unsuccessful, and where there is a history of persistent poor behaviour over time.

Permanent exclusion will be used in extreme cases, which may be one-off, but so serious that there is a threat to the health and safety of others in the school community. Permanent exclusion will be used where students are found selling drugs or to have been in possession of a weapon, regardless of the circumstances.

A decision on permanent exclusion would not normally be taken in the Headteacher's absence, except in exceptional circumstances. An interim position, in the case of a serious incident, would be for the Deputy Head to exclude in the first instance, subject to review or further investigation by the Headteacher.

## **Teachers' power to Discipline**

Section 9.1 of the Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline students. This power came into force on 01/04/2007 and was intended to support schools in dealing with poor behaviour and what is perceived as a culture among some students and their parents of "you can't tell me to do that." The power covers Detention, confiscation, control and restraint and the power to search for weapons. The power broadens the scope of the school's authority, and includes the regulation of conduct outside school, for example to promote positive behaviour on work experience, at a sporting event or on the way to and from school.

It must be remembered that any sanction applied must be reasonable and proportionate to the circumstances.

Further details can be found within the DFE publication

Behaviour and discipline in schools January 2016 - a link to which is below.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

## **Confiscation**

The school maintains the right to confiscate items which are not allowed, which infringe school uniform rules, which prevent the appropriate work of the school from continuing or are a health and safety risk. The school will confiscate items in a range of circumstances, for example:

- mobile phones and electronic equipment brought to school
- food and drinks being consumed anywhere in the building besides the atrium at break/lunchtime
- personal jewellery which is not consistent with the school uniform policy or which might present a health and safety risk in a lesson, e.g. large rings and earrings
- coats which are not consistent with school uniform policy
- cigarettes, illegal substances, alcohol
- weapons or items which could reasonably be considered weapons

- items which might be deemed offensive to the ethos of the school, e.g. racist material or pornography

In order for confiscation to be lawful, the response in confiscating an item must also be proportional. This is very much a matter of good, professional judgment. The final judgment on what is reasonable will rest with the Headteacher, and in the event that the Headteacher's decision is disputed, with the Governing Body.

## **Mobile phones**

Students are forbidden to bring mobile phones into school- except in special circumstances and by prior written agreement between their parents and the Head of House. In these circumstances and on the occasion of a student realising that he has accidentally brought in his phone into school it should be handed to the Head of House before school and collected at the end of the day. There are no circumstances in which students are allowed to have their phones in their possession during the school day. The school will therefore accept no responsibility of for the loss/theft or damage to a student's phone incurred during the school day or on the school site. The school will also not investigate the loss/theft or damage of such banned items.

All phones along with other banned items seen in school will be confiscated and may be kept in school until the end of term/half term.

## **Control and Restraint**

School staff have the right to use physical force to control and restrain students. This is a power that must be used with due caution and consideration. The key issue is that the use of physical force must be proportionate and reasonable – if it is not, then the use of force could be considered illegal.

This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and/or students is at risk.

Every effort should be made to avoid the escalation of a situation by using the school's systems and procedures. Our guidance is that staff should try not to engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student, or causing a sense of physical intimidation to a student, but there will be times when the prevention of an incident or harm to a student will take priority.

Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises, or off the premises during an authorised school activity, and would be likely to be in the following situations:

- where a criminal offence is being committed
- in self-defence where risk of injury is imminent
- where students may injure themselves or others, or damage property
- where the good order and discipline of the school are being compromised

Physical intervention can take a number of forms:

- physically standing in between students
- standing in a student's path when this may be necessary to defuse a situation, or prevent a further escalation, or to ensure that a student complies with a reasonable request by a member of staff
- holding, pushing or pulling, with the minimum amount of force required by the situation

- leading a student away from an incident by the hand, or by gentle pressure on the centre of the back
- in serious cases, a more restrictive hold could be used, for example to prevent a student causing serious damage

While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, in accordance with Trade Union advice and with Local Authority Guidance. Where members of staff perceive that there may be a serious situation, threat or danger, it is advisable to send for another colleague, and how this is done will depend on the situation. Where there is the possibility that a situation will develop beyond the school's control, the police will be called. Written statements should be provided after the incident from staff involved in using a restrictive hold and from any students who may provide relevant witness statements.

## **Power to Discipline beyond the School Gate**

The Headteacher has the power to discipline beyond the school gate, and this covers the school's response to bad behaviour off the school premises which is witnessed by staff or reported to the school. This could include poor behaviour:

- on a school trip or activity organised by the school
- on the way to or from school
- when wearing school uniform
- when identifiable as a member of the school

The Headteacher's powers are also extended to poor behaviour at any time, whether or not the above conditions apply, when the behaviour could:

- have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- adversely affect the reputation of the school

Where a criminal action may have been committed, the Headteacher will work with the police, in line with LA advice and guidance.

## **Power to Search for Weapons or other Banned Items**

If there is a genuine belief that a student is carrying a potentially dangerous weapon about their person or in their bag, then the advice of senior leadership staff and the relevant HOH should be sought. Members of staff should not put themselves at risk in a situation where there is high tension.

The school does not advocate the use of the power to carry out a body search for weapons without the student's consent. However, this may prove necessary. If it is deemed appropriate to carry out a body search, in the interests of staff and student safety, then there should be at least two members of staff present. If necessary, the police will be called.

Searching a bag without consent, while likely to be less contentious, is also a risk where a weapon is involved. Staff may search a bag, but if there is any risk that a student may become violent, then a second member of staff should be called to witness and assist. The security wand may be used for this purpose.

## **Logging praise and consequences on SIMs**

Subject Teachers use the following codes on their register.

- 1 = 1 epraise point
- 2 = 2 epraise points
- 3 = Parked during lesson
- 4 = No homework
- L = Late

It is entirely possible for more than one of these codes to be equally applicable to a student in the same lesson and so to avoid confusion staff are asked not to award epraise points if students arrive late, if they have not completed HW or if they have been parked as epraise points can be given in other ways for their actual work in class. If teachers wish to give a praise for the lesson but need to enter another code such as L, they can enter their praise directly into [www.epraise.co.uk](http://www.epraise.co.uk). If they wish to record two codes for consequences, they can use the comments facility to do so.

These codes and any accompanying comments can be monitored by pastoral colleagues.

Tutors should keep a record of any Tutor interventions or Detentions in their planner. Persistent issues will necessitate a House D which should be requested via the House team.

## **Writing Incident Reports**

The new Behaviour Manager tool enables staff to record behavior events centrally so that they are tracked and can be monitored. Staff are also able to record events using SIMs which is the school's central administrative system. The module is accessible to staff and also to parents. As with any written account, the style of writing and content must be appropriate for view by parents and other audiences.

Incidents/Detentions logged into Behaviour Manager do not routinely need to be followed up by email as the system alerts relevant parties if and when the issue escalates to the next level. Other staff are able to view these records for action in accordance of their role.

Teachers find themselves dealing with incidents in a range of places. It is not always practicable to use a single pre-printed incident form as these may not always be to hand at the time of writing. E-mail is the most effective and flexible form of communication.

## Who to email

<b>Incident in a lesson / Failure to restore with Subject Teacher / Notification of a Faculty Detention</b>	<b>Incident in Tutor time / Failure to restore with Tutor / Notification of a House Detention</b>	<b>Incident in corridor, stairwell etc.</b>	<b>Incident in playground</b>	<b>Serious incident after school</b>
email FL cc Tutor	email HoH cc DHoH	email Tutor serious incident: HoH	email Tutor serious incident: HoH	email HoH

FL / HoH will refer to SLT as appropriate

When writing an incident report, staff should include the following:

- the full name and Tutor group of all those involved
- the date, the lesson or time of the incident and a signature
- a brief account of what had happened (including how it began)
- an account of what action has already been taken

Staff should be entirely factual in their accounts, avoid extraneous comments or value judgements, as the facts usually speak for themselves. Copies should go to HoH/FL/Tutor and if serious, to the appropriate member of the SLT.

Staff should use professional judgement on whether an incident should be recorded. Where matters have been resolved, this may not be necessary.

However, all of the following **MUST** be reported:-

- Any racist, sexist or homophobic incidents
- Any incident where violence has been threatened or used
- Bullying behaviours
- Unsafe behaviours

## Investigating and Recording an Incident

### General Guidelines

A range of staff may be involved in investigating an incident, and the following guidelines, which are general and not exhaustive, are intended to ensure the investigation is conducted fairly:

- Identify the main witness(es) and the main protagonist(s)
- Identify any staff who may be witnesses or who may have relevant information
- Ask students to write statements of their version of events and sign and date them – state the precise time

- Where SEN or EAL students are involved, ensure they have any necessary support in writing their statements
- Ask staff to write statements of their version of events
- Review and cross-check the statements and investigate discrepancies or points that are not clear
- Interview and re-interview students as soon as possible
- Consult with colleagues as necessary
- Collate and summarise the information
- Decide on appropriate course of action
- Record incident on Handin or by e-mail

## **Social Media / Cyber bullying**

The school will make every effort to deal with instances of cyber-bullying. Students may be required to log on to their social media page to enable this investigation. Incidents where students make comments about staff using social media will warrant the same severity of response as malicious allegations.

## **Dealing with False Allegations against Staff**

The school supports measures to safeguard students and applies the appropriate procedures when recruiting staff. The safeguarding of students is of paramount importance to the school (see Whole School Policy – Safeguarding).

Allegations against members of staff will be reported in line with the appropriate LA student protection procedures and DfES Circular 2004/2005 – *Safeguarding Students in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff*. Should these procedures be superseded at a future date, the school will apply whatever guidance is current.

Genuinely serious, mischievous or malicious allegations against staff are fortunately rare and it is important to keep a sense of proportion. Such allegations are not unknown, however, and it is important that the school take a view about how to proceed when allegations are made.

Allegations against members of staff tend to fall into four main categories:

- “heat of the moment” as a result of an incident or misunderstanding
- where there has been a threat perceived by the student, but there is no threat or misconduct by the member of staff
- genuine allegation by a student
- false or mischievous allegation by a student

These allegations can be broadly dealt with as follows:

- mediation, RJ, discussion with YLC/CL, involvement of parent as appropriate
- mediation, RJ, involvement of school-based CP staff, report to LA CP staff if appropriate
- advice and guidance to the member of staff to avoid similar misunderstandings in the future
- report to LA CP Co-ordinators if appropriate

- report immediately to school-based Designated Teacher for Child Protection, who will report to the Headteacher, who will then inform LA CP Co-ordinators and decide on appropriate action which could include disciplinary action, police investigation or dismissal

Where, after investigation, an allegation is found to be false or deliberately mischievous, the student will have a sanction imposed at the relevant level of the disciplinary structure. In extreme cases, this will be at the highest level of sanction.

The school takes false, mischievous or malicious allegations seriously, as such allegations can devastate a career in education or in working with students. The school will not support any member of staff who abuses students, or who threatens the safety of students but will act to protect staff against whom malicious allegations have been made. In serious cases, fixed term or permanent exclusion may apply. This section of the policy should be read in conjunction with the Whole School Policy regarding Student Protection and Safeguarding.

## **Communication with Parents/Carers**

Parents/carers form a crucial partnership with us in the education of their students and have a right to information about their progress and behaviour. All parents/carers sign a partnership agreement when their student joins the school. Forms of communication with parents/carers should be clear, concise and free of jargon. The school aims to provide an interpreter, when necessary, for ESOL parents/carers who require it.

Forest Hill School parents are asked:

- To respect the school's Relationships and Behaviour Policy and the disciplinary authority of school staff
- To help ensure that their student follows reasonable instructions from school staff and adheres to school rules
- To send their student to school each day punctually, in full uniform, fed, rested and equipped and ready to learn
- To ensure school staff are aware of any SEN-related, medical or other personal factors which may result in their student displaying behaviour outside the norm
- To be prepared to work with the school to support their student's positive behaviour
- To attend all parent/staff consultation meetings throughout the year
- To attend meetings with the Headteacher or other school staff, if requested, to discuss their student's behaviour
- To adhere to the terms of any parenting contract or order relating to their student's behaviour
- If their student is excluded from the school, to ensure the student is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period of exclusion

Where there is a concern, parents are asked to bring that promptly to the notice of the Head of House. Parents are asked to express the concerns in a way that does not undermine their son's relationship with staff. In those, fortunately rare, cases where parents are aggressive or abusive to

staff the parent may be banned from the premises. The governing body will take a view about whether provision for the student can continue at the school. It may be that a proxy will be needed in order to allow communication between school and an abusive parent.

Parents should not use social media to comment on school issues or staff. Where a matter is in dispute, parents have recourse to the school and Local Authority complaints' procedures.

Parents/carers should be informed about praise and concerns.

Meetings between parents and members of staff should be fully documented for student records.

The school has a statutory duty of care to keep students safe. Where students disclose harm that places them at risk, the school will follow the guidelines and work with other agencies to meet that duty of care.

## **Conclusion**

Staff at Forest Hill School must ensure excellent and consistent practice, awareness of strategies to promote learning behaviour, and an understanding of the links between the curriculum, learning, teaching and behaviour. There can be no doubt that high standards, high expectations and a high level of consistency in dealing with issues are absolutely key to the successful management of behaviour and the promotion of good relationships.

If we are to deliver on our aims to promote emotional, social and moral growth, develop well-balanced individuals, promote lifelong learning and enable learners to become confident, thinking and analytical, then as a school we need to accept the responsibility for ensuring that our approaches to behaviour are consistent and emotionally literate, and that everything we do points our students in a positive direction, on their own personalised pathway to success.

## Further guidance for staff

### Guiding principles

- Everyone experiences difficult behaviour at school
- Students, like adults, can be selfish, cruel, kind and amazing
- It isn't your fault if they misbehave, but it is your responsibility to act if they do
- Most students will be happy to abide by rules that are fair, consistent and appropriate
- Almost all students prefer to be in a school where the adults take behaviour seriously.

### Who to go to for help

Focus of issue	Contact	CC where relevant
in your lesson	your FL and Faculty post-holders	Tutor
in a cover lesson	the FL of the subject you are covering	Tutor
in Tutor time	your HoH and DHoH	
in your lesson with a student with SEND	your FL and the SENCO	Tutor
in your lesson with a student on mentoring program	your FL and the Mentor	Tutor
in your lesson with a student who is EAL	your FL and the EAL Coordinator	Tutor
in the corridor / around school	Tutor (HoH for serious incidents)	Tutor(s)
in the playground	the relevant duty team leader and HoH (if different)	Tutor
outside school	the relevant HoH	n/a
homophobic / racist incident	as above plus complete the relevant incident form and submit to the Deputy Headteacher for Inclusion	Tutor
a Student Protection issue	Designated CP officers	HoH FL if relevant to lesson Tutor if appropriate

## Guidelines for successful classroom management

The following guidelines are set out so that students can experience a degree of consistency across the different Faculties. They are not prescriptive and staff will need to adapt them to fit their own circumstances. However all staff are expected to work within the spirit of the following:

- Arrive at the lesson at or before time.
- Maintain a presence in the corridor during lesson change over times and assist in the maintenance of good order in the school
- Record attendance & lateness to lessons on SIMS- use the epraise codes to motivate and engage students.
- Use behavior the Handin Behaviour Manager tool to record any sanctions given
- Let the students in as quickly as possible to clear the corridors and greet them positively, by name if possible
- Use a seating plan informed by their individual needs
- Lessons should begin and end in an orderly fashion and teachers should plan for this
- Insist that students remove outdoor clothing and are wearing uniform, including blazers
- Please alert Tutors and HOH later by email if items of uniform are missing. Do not send students out of lessons with a note as the HOH is likely to be teaching.
- Be organised and have books and materials ready and to hand
- Collect and reset homework before the end of the lesson so that there is time to answer queries. Post homework on Handin and, wherever possible, upload any worksheets and support materials so that students and parents can access them.
- Check equipment in and out at the start of the lesson but allow independent access where safe and appropriate. For students who do not have basic equipment, student reception will sell pens etc. Please alert Tutor and HOH to repeated lack of basic equipment.
- Do not let students go to the toilet during lessons unless they have a note on a medical condition from their Tutor or HOH. Use judgement if the student seems highly anxious or distressed on a rare occasion.
- Ensure that all instructions are accessible to all students, adapting for those whose first language is not English and for those who need instructions broken into small chunks. Be aware of students with particular needs such as Autism, and language processing needs. It is a primary duty of every member of staff to know their students' learning differences and to have planned for them. Support is available from the SEND team both on the nature of learning differences and on which strategies may be appropriate.
- Use other adults in the classroom effectively by liaising on lesson content and expectations
- Take care with your own personal belongings and ensure that they are in a safe and secure place
- Use praise as a positive reward and incentive for hard work and good behaviour. Please see epraise section for more details
- Regard every day as a fresh start
- Use 'partial agreement and redirect' to move students on. For example: "Stop talking" is frequently met with "We were talking about the work". Responding with "No you weren't" will prolong a dispute, whereas "Maybe; however, now I would like you to work quietly on your own" is a clear instruction.

### **When a difficulty arises:**

Use the language of choice and shared aim: “We are all working to (read the story, complete our coursework, learn about equations, etc) if you don’t want to join in, you will have to leave”. Then use clear instructions about what needs to be done. Should the student not comply, you may need to ask them to leave the classroom for a minute to reflect and so that you can have an individual conversation. Students should not be left outside the classroom for long periods of time. When sending a student out, please check the corridor to ensure that there are no other students out of lessons where inappropriate behaviour may occur.

Should the student persist in disrupting learning, send the student to referral.

Please send appropriate work. For practical lessons, eg: dance, drama, art, etc, the department should produce a bank of tasks that can be used in these circumstances and which can be readily to hand.

Please do not send multiple students to referral unless the situation is serious. Send one reliable student to main reception for SLT support. This is particularly important where students have been in conflict. Only one of them should be sent as the conflict may well continue out of sight.

Where a student is sent to referral it is the clear expectation that a restorative reconnection meeting occurs that day, staff who have sent a student to referral should ensure that they inform the student the time and the place that they want this to occur so that the restorative can happen. This is an opportunity to work with the student to ensure they understand what went wrong and put it right. Should the member of staff feel that they need some support with this process they should approach their head of faculty in the first instance.

Do not give whole class Detentions. These are unfair on those students who have done nothing wrong, alienating both them and their parents. Whole class Detentions are counter-productive and the school will not support staff who set them.

Where students engage in unacceptable verbal insults which contravene the school’s equal opportunities policy eg: racist, sexist, or homophobic abuse or abusive references to those with different physical, learning or mental health abilities, it is a clear expectation that the member of staff will challenge that abuse. It must not be ‘glossed over’ or ignored as this can imply tacit agreement.

Contact with students should happen only through the school e-mail, the school phone numbers and the school VLE. No member of staff should be in contact with students via social media, private emails or private telephone numbers. Staff should ensure that their social media accounts are set to the highest possible privacy levels so that unsolicited approaches are not possible. If a student attempts to make contact outside of the school system the matter should be reported immediately to line managers, to the student’s HoH and to the designated student protection teacher.

### **Restorative questions**

- What has happened?
- What were you thinking/feeling at the time? And now?
- Who has been affected by what happened? How have they been affected?
- What is needed to make this right?
- How can we make sure this doesn’t happen again?

## SEND Students

SEND students are a vulnerable group who are at a greater risk of exclusion from school, staff should therefore develop a reflective and analytical approach when considering how best to support and include SEND learners in their classrooms. Poor behaviour can sometimes be the result of unmet need and so if a student with SEND persistently presents poor behaviour teachers should consult the SENCo and seek advice & support. The SEND team keep detailed records on all SEND students. Students are often on positive behaviour management reports, or have targets set for good work and behaviour. The SENCo will be able to advise as to whether other agencies might need to be involved at any stage of the process, for example speech and language therapy, educational psychology, or off-site provision.

## Guidance for students

In order to uphold and maintain impeccable behaviour at Forest Hill, all students, no matter what year group, are responsible for following our Relationships & Behaviour Policy.

### Expectations:

#### All of us must:

- Follow the Forest Hill Way
- Have high expectations of ourselves and others
- Demonstrate consistently the positive attitudes, values and behaviours we expect of others
- Maintain positive relationships with all staff by showing equal amounts of respect to all no matter who they may be
- Leave our problems and issues outside of the classroom
- Be aware of each of our individual teacher's expectations
- Be fully equipped for our lessons
- Wear school uniform in accordance with the school's uniform policy

If we do not meet these expectations then we must;

- Accept decisions made by the member of staff
- Think about the harm done and work with others to restore.
- Complete our set sanctions at the first attempt
- Attend the next lesson without holding a grudge.

### Strategies to manage our own behaviour

You can find below a range of suggested strategies for **students** who have stepped outside of the Forest Hill Way and are not following the guidance contained within the Relationships & Behaviour Policy. As a Forest Hill student it is expected of us to be fully responsible for our own behaviours. Therefore we will be given the initial opportunity to manage our behaviour, to take responsibility for our actions when things go wrong and to work with others to restore any harm done. The lists

below consist of proactive strategies to support us in this as well as strategies designed to calm situations.

Before the lesson:

- Make sure I have all my equipment
- Go to my teacher before the lesson if I have any problems, e.g., homework
- Leave my problems at the door
- If coming from social time adjust our mind-set in order to be ready to learn

During the lesson:

- Request to move seats to remove myself from distractions
- Make sure I am aware of what the learning objectives are and what I need to do to achieve them
- Put my hand up if I need help (see three before me)
- Think before I act
- Tell the teacher

## *APPENDIX*

### **Good Behaviour Policy – Governors’ Statement of Principles**

The purpose of this statement is to provide guidance to the Headteacher in drawing up the school’s Good Behaviour Policy, by stating the principles which Governors expect to be followed.

Forest Hill School is guided by a set of principles, aims and values, relating to the provision of an excellent education and encouraging our students to be able to make a confident contribution to the society in which they live. Our principles, aims and values are based on respect for others.

The purpose of the school’s Good Behaviour Policy is to:

- Fulfil the Governors’ duty of care towards students and staff
- Promote excellent teaching and learning, along with high standards of attainment
- Ensure that the reputation of the school is secure and that the students recognise their role in maintaining and sustaining the public face of the school
- Enable the students to achieve within the context of the “Every student Matters” agenda – enjoy and achieve, be healthy, stay safe, make a positive contribution, achieve economic well-being
- Ensure that Forest Hill students may pursue their education without undue disruption caused by the poor behaviour of a minority

The Governors expect the Good Behaviour Policy to operate within the context of the school’s Equal Opportunities Policy and that all actions will be undertaken in accordance with their responsibility under equality legislation. It is also expected that behaviour will be regulated fairly.

The Governing Body takes the view that Forest Hill is a restorative school and that the Restorative process should be reflected throughout the relationships in the school. There are various purposes for sanctions, for example – to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community, to deter other students from similar behaviour, to set clear boundaries for students, to ensure that a positive learning environment is maintained, to ensure that the life chances of all students in the school are protected.

It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student. The Head is expected to use reasonable discretion when applying rewards and sanctions.

The school recognises the legislative powers now available, including for example, the use of reasonable restraint, confiscation, Detention, exclusion and the power to search for weapons. All such powers, granted under legislation, will be used in accordance with relevant legislation and guidance.

## **Additional Notes**

### **Relationships and Behaviour Policy**

Achieving good relationships in school depends on every member of staff understanding that: adults need to model the behaviour they wish to see from students, that good behaviour needs to be taught as much as academic content and that lapses in behaviour can be a learning opportunity for students to develop their emotional literacy. We are a restorative school and all staff are expected to use restorative process as a starting point for resolving issues.

Good teaching depends on developing and managing relationships through articulating clear expectations, thorough lesson planning and effective feedback, all of which are critical factors in successful classroom management. All staff are expected to have a good knowledge of their students, especially their individual learning, social and emotional needs. Lessons should be appropriately differentiated to enable all students to access and engage with the learning.

### **Classroom Procedures**

#### **Expectations for students:**

At Forest Hill School we believe students are entitled to feel secure, to be treated with respect and supported to reach their full potential.

Students at Forest Hill are expected to be:

- Responsible
- Respectful
- Active learners

Therefore, we expect all students to behave in a courteous, caring and co-operative way at all times. Being part of the school community means accepting responsibility for behaviour and recognising an obligation to play a part in restoring relationships where harm has been caused.

We believe that positive attitudes and good progress go hand in hand. This is why we have agreed codes of conduct for both staff and students.

We expect everyone to behave in a courteous, caring and co-operative way around the school because we understand that having rights within the community also means that we must accept some responsibilities. To help everyone meet these responsibilities, we have some very simple and clear expectations about behaviour at each point in the school day:

**Arrival – we expect everyone to:**

- Arrive in good time for school, in proper school uniform
- Be sensible around the buildings for everyone's health and safety

**Registration – we expect everyone to:**

- Be on time for registration at 8:30 in the morning (warning pips at 8:25)
- Register quietly and attentively, sitting on chairs and facing the teacher
- Present planners, signed and completed, when requested
- Have the appropriate equipment with them
- Leave the room in an orderly way when dismissed
- Come in from lunch quickly and sensibly and ensure that you are on time for Period 5 in the afternoon

**Assemblies – we expect everyone to:**

- Come into the hall and sit quietly with their Tutor and Tutor group
- Take off coats, hats, etc., and remove chewing gum etc. before entering the hall
- Behave appropriately for this public occasion and show respect for staff and students conducting the assembly
- Dismiss in an orderly way when asked to do so by their Tutor or Head of House

**Classroom – we expect everyone to:**

- Be on time for lessons – five minutes is the maximum time it should take to move between lessons

- Come into the room calmly, remove coat, not be chewing/eating
- Be ready for work, with the right books, equipment, etc. out of bags and bags removed from the tables
- Listen to instructions
- Register quietly and attentively, sitting on chairs and facing the teacher
- Show that they want to make a comment or ask a question by putting up their hand
- Respond with a positive attitude to the efforts of others
- Show respect for teachers and students by using appropriate language
- Show respect for the environment by keeping it clean and tidy
- Be active learners, participating fully in the lesson
- Leave the classroom in an orderly way

**Corridors and Stairwells – we expect everyone to:**

- When moving through the school, students must: walk quietly, on the left, making no physical contact with others
- Avoid shouting, running, pushing, gathering in large groups which can block the way and appear intimidating to younger students

**Lunchtime and Breaktime – we expect everyone to:**

- Queue properly to enter the Atrium and at the cafeteria and avoid pushing in and queue-jumping for any reason
- Eat all food in the Atrium
- Clear tables properly, dispose of leftovers, plates, etc. in the bins provided
- Be pleasant and polite to everyone involved in the lunchtime and breaktime routines – lunch supervisors, cafeteria staff, teachers, prefects and each other
- Use the toilet at these times, i.e. break and lunchtime, so you don't need to be excused from lessons

**Outside School – we expect everyone to:**

- Remember that we are representatives of the school in the wider community
- Use appropriate language and behaviour

- Avoid pushing and shouting on the buses, trains or along the street
- Behave in a considerate way at the bus stop after school, paying attention to the needs of other people who need to use the pavement by queuing in an orderly fashion and co-operating with the staff on duty, following their instructions promptly
- Avoid dropping litter – hang on to it or put it in a bin
- For everyone’s health and safety, take care when crossing the road
- Respect local shopkeepers and their premises
- Respect local residents and their homes, including their flat entrances, gardens, fences, etc.
- Do everything possible to support and extend the good reputation of Forest Hill School

### **Guidance for Parents/Carers**

If the student is to be successful, then home and school will need to work in partnership to support progress. Parents/carers should be familiar with the Relationships and Behaviour Policy which is available on the website. Parents/carers are asked to sign a behaviour contract with the school prior to students being admitted to school.

Forest Hill School parents are expected to:

- Respect the school’s Relationships and Behaviour Policy and the disciplinary authority of school staff
- Help ensure that their student follows reasonable instructions by school staff and adheres to school rules
- Send their student to school each day punctually, in full uniform, fed, rested and equipped and ready to learn
- Alert school staff to any change of care (eg with extended family or friends whilst parent(s) abroad) *prior* to the change, providing full contact details and relevant dates
- Provide supervision and support for students whilst they are completing homework
- Ensure school staff are aware of any SEN-related, medical or other personal factors which may result in their student displaying behaviour outside the norm
- Be prepared to work with the school to support their student’s positive behaviour
- Attend all parent/staff consultation meetings throughout the year
- Attend meetings with the Headteacher or other school staff, if requested, to discuss their student’s behaviour
- Adhere to the terms of any parenting contract or order relating to their student’s behaviour

- If their student is excluded from the school, to ensure the student is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period of exclusion

#### Inclusion

Forest Hill supports students and families to make positive changes to enable us to succeed. Our Inclusion Team take a flexible and adaptable approach to empower us as students in order to overcome barriers to our learning.

As learners we should be reflective and work collaboratively with our parents, teachers, support staff and any external agencies to ensure positive change happens when required.

#### Dealing with Concerns

Where there is a concern, parents are asked to bring that promptly to the notice of the Head of House. Parents are asked to express the concerns in a way that does not undermine their son's relationship with staff. In those, fortunately, rare cases where parents are aggressive or abusive to staff the parent will be seen by the Headteacher but may be banned from the premises. The governing body will take a view about whether provision for the student can continue at the school. It may be that a proxy will be needed to allow communication between school and an abusive parent.

Parents should not use social media to comment on school issues or staff. Where a matter is in dispute, parents have recourse to the school and local authority complaints' procedures.