

THE DEAN TRUST
Forest Gate Academy

Behaviour Policy

September 2018

Policy for School Behaviour

Principles

At **Forest Gate Academy** we aim to provide a school environment that is safe and stimulating for the children in our care. We aim to work with the whole school community to promote and encourage behaviour in and out of the classroom. This policy is designed to impact positively on learning and teaching and therefore raise standards.

At Forest Gate Academy our behaviour and consequence procedures are closely linked to our school's values.

Our 'Home School agreement' and 'Behaviour for Learning Promise' highlight expectations from the school, parents and pupils and are signed by all three parties upon joining the school. These policies are designed to impact positively on learning and teaching which will therefore raise standards of behaviour and achievement.

Aims

- To foster a caring, safe and secure environment, in which teaching and learning can take place effectively.
- To help children grow, and become positive, responsible and increasingly independent members of the school community.
- Through the SMSC (Social, Moral, Spiritual and Cultural) curriculum, we will develop a positive culture in both teaching and learning.
- To appropriately challenge, unacceptable behaviour.
- To support children in accepting responsibility for their own behaviour.
- To model and expect a set of preferred behaviours based on trust and mutual respect.
- To celebrate good behaviour at every opportunity.
- For every member of the school community to behave in a considerate way towards others.
- To support children in developing a 'growth mindset' approach to behaviour for learning.

Home School Agreement

We have a Home School Agreement at **Forest Gate Academy** and we ask each child, family and teacher to sign this agreement. At **Forest Gate Academy** we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

Behaviour for Learning Promise

Our 'Behaviour for Learning Promise' is expressed in positive terms and was developed with staff and members and the School Council. All members of the school community are expected to agree to and help maintain a safe, positive, learning environment.

Forest Gate Academy Behaviour System

Rewarding Good Behaviour

Daily:

Staff will award Dojo points and stickers for a variety of reasons; good behaviour, high standards of work, being helpful to staff and children.

Staff will share good examples of effort, achievement and behaviour this may mean children are sent to the behaviour lead (Miss Layton), Head of School (Mrs Higginson) or the Executive Head teacher (Miss Edwards) to receive extra praise, stickers or even a note home. We are very proud of our children and encourage them to be proud of their achievements.

Dojo Points:

Forest Gate Academy uses the online Dojo system to collect points each week. If a child receives more than 10 Dojo points in one week, then they receive a prize from the Head of School/ Executive Head teacher.

Weekly:

During assembly 'Star of the Week' will be announced for each class. Certificates will also be given to a child from each class who have exhibited the school value for that week. Children who have gained raffle tickets as part of the reward system will be put in to the raffle to win a prize.

Termly:

At the end of each term children who have been in the 'Pot of Gold' 3 time will receive a reward, this might be access to an activity within school (disco, film afternoon etc.) or a trip out to a local attraction.

Sanctions

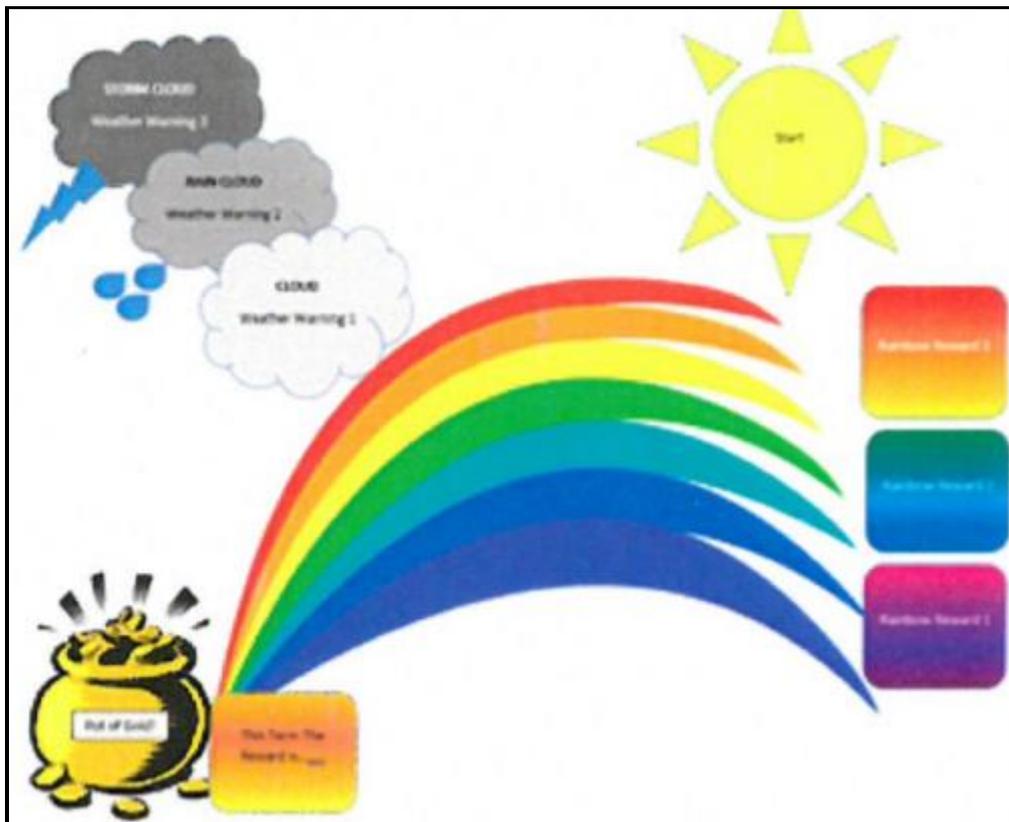
For children who choose not to respond to our positive behaviour approach, there will be a series of sanctions.

Rainbow Reward System

The Rainbow Reward System is based on celebrating children who display good manners and attitudes, make good behaviour choices and work hard. It is designed to ensure that good behaviour is rewarded, so that disruptions to learning due to poor behaviour are reduced and to ensure that children take responsibility for their actions.

The system is clearly displayed in each class and every child starts the day on the sunshine. Children then move down the Rainbow for making good choices in regards to their behaviour and learning or on to the clouds if they are displaying inappropriate or disruptive behaviours that impact teaching and learning.

Example of Rainbow Rewards Display



Children will always go through the 'weather warning system' step-by-step so they have every opportunity to make changes to their behaviour. However, children will be placed on the 'Storm Cloud' immediately for any of the following three reasons;

1. Bad language or inappropriate language e.g. racist remarks or swearing.
2. Violence towards pupils/staff.
3. Walking away from members of staff.

These behaviours will not be tolerated.

There are rewards/sanctions for every level of the system. The flow chart below describes the system and accompanying rewards and sanctions.

Reward/Consequence	Stage	Examples of Behaviour
<p>My name will go in the Golden Book – If I am in the ‘Pot of Gold’ three times in one term I will be invited to an exclusive special reward event.</p>	<p>Pot of Gold</p> 	<p>I am consistently showing positive behaviour for learning. I follow class/school rules all the time, have exemplary manners and am a good role model for others. I always demonstrate exemplary effort in my learning.</p>
<p>I will get a raffle ticket for the prize draw.</p>	<p>Rainbow Reward 3</p> 	<p>I am work well independently and with others. I am kind and considerate to others at all times. I am following class and school rules. I always have good manners. I am working extremely hard.</p>
<p>I will get a note/postcard home to celebrate.</p>	<p>Rainbow Reward 2</p> 	<p>I am working well within a team. I am kind and considerate to others. I am working extra hard. I am following class and school rules well. I am showing good manners.</p>
<p>I will get a sticker or Dojo point.</p>	<p>Rainbow Reward 1</p> 	<p>I have a positive attitude and am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my classmates.</p>
<p>Sunshine</p> <p>All children start each day on the Sunshine.</p>		
<p>I will get a verbal warning and be reminded of the rules.</p>	<p>Weather Warning Cloud 1 (cloud)</p> 	<p>I am stopping my peers from learning effectively. I am not listening. I am not working hard/I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime</p> <p>Early Years – I will be given time out (3-6 minutes as appropriate to age).</p>	<p>Weather Warning Cloud 2 (rain cloud)</p> 	<p>I have not followed instructions. I am being disruptive in class. I have not told the truth. I have been rude to an adult.</p>
<p>My name will be recorded in the behaviour book.</p> <p>I will miss my playtime.</p> <p>Early Years – I will be given time out (3-6 minutes as appropriate to age).</p> <p>My teacher will inform my parents/carers.</p>	<p>Weather Warning 3 (Storm Cloud)</p> 	<p>I have refused to follow instructions from an adult. I have used bad/inappropriate language. I have made consistently poor choices. I have been continuously disruptive. I have hurt someone on purpose.</p>

Alternative behaviour system for extreme behaviour

Step 1	Report the pupil to the Behaviour Lead with a photocopy of the behaviour log showing the 3 or more 'Storm Cloud' incidents. The class teacher is to pass on the pupil information.
Step 2	Behaviour Lead to hold a parent meeting within a week. Their child's behaviour will be outlined, details about how their behaviour will be monitored and future consequences shared.
Step 3	The pupil will be given one week to improve their behaviour. If so, the pupil will return back to the mainstream behaviour system.
Step 4	If behaviour has not improved, then a behaviour monitoring card will be given to the class teacher by the Behaviour Lead. An initial meeting will take place with the class teacher and pupil, who will sit down together and agree on the behaviour targets. Information will be communicated with the parent about the report expectations.
Step 5	The report card will be signed weekly by either the Behaviour Lead or SLT member if Behaviour lead is unavailable. It must also be signed by the parent weekly- if this is not complete a phone call home must be made straight away by the class teacher.
Step 6	After a two-week period, the report will be analysed by the behaviour lead and SLT to decide if significant improvements have been made.
Step 7	If behaviour has not improved after 2 weeks, then they will be issued with a pre-exclusion letter and a second parent meeting will take place with the Behaviour Lead and The Head of School/Executive Head teacher. This will be a pre-exclusion meeting and will be formally recorded. Behaviour expectations will be clearly set and the consequences of continual poor behaviour explained.
Step 8	Internal exclusion
Step 9	A formal exclusion by the Head of School/Executive Head teacher.

For an extreme behaviour incident (deliberate violence/walking off school premises or leaving the building/throwing furniture/aggression to a member of staff...)

Step 1	The class teacher/ TA will phone the office immediately to report the incident.
Step 2	The Behaviour Lead/SLT will remove the pupil.
Step 3	The school office will call the parents/ carers immediately and request they come into school straight away for a meeting with the Head of School/ Executive Head teacher

Step 4	The parents will meet with the Head of School/Executive Head teacher. The severity of the behaviour will be discussed and the child will work in isolation (internal exclusion period). Parents and pupil will be asked to sign a behaviour contract. A repeat offence or breaking the behaviour contract would result in a formal exclusion.
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Information Shared with Parents/Carers

Parents will be informed if a child reaches the 'Storm Cloud'. Storm Cloud warnings will be recorded by the class teacher on CPOMS and they will report any child who has received 3 warnings within a week to the Behaviour Lead.

At the end of each term children who have been in the 'Pot of Gold' 3 times or more will receive a special treat.

At Forest Gate Academy we believe that each day every child should be given a fresh start and so all children will begin the day on the Sunshine.

Lunchtime Supervision

At lunchtime, supervision is by Midday Supervisors, teachers and TA's. Behaviour issues on the playground may result in a child/ children being given a 'Reflection Time' to calm down, this will consist of the child walking around with a member of staff for a small period of time or standing at a designated place.

Internal Exclusion

In extreme cases a child will be excluded from their class and his peers for the length of time of the exclusion. During dinner and playtime the child is kept away from peers. The child is sent to another class and is sat away from other children in. Work is provided by the child's class teacher to complete during the session.

Parents will be informed if their child receives an internal exclusion. A record is kept of all internal exclusions and recorded on SIMS.

Exclusions

Fixed term exclusions and permanent exclusions are only used in extreme circumstances.

De-escalation and Positive Handling

Occasionally the need may arise when a child, despite warnings to change unacceptable behaviour, may require the intervention of physical restraint. This is used only as a last resort by trained staff. Parents will always be informed when this has occurred and it will only take place when the safety of the child or other children is in doubt.

Bullying

Bullying is defined as deliberately hurtful behaviour repeated over a period of time (See Anti bullying policy). At Forest Gate Academy we believe every child has the right to be safe and happy and **bullying will not be tolerated.**

S. Layton

September 2018

Review Date:

ADDENDUM

Added 28.5.2020

Children who attend a school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.

The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.

As per the Behaviour Policy, staff will discuss rules, routines and responsibilities with the children upon their return to school. Staff will ensure that expectations are clear for the children, and that they are aware of the consequences for not meeting these expectations. We will continue to celebrate children who make good choices, display good manners and work hard.