



THE DEAN TRUST Forest Gate Academy

Behaviour Management Policy

Statement

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Purpose

This policy reflects the values and philosophy of a positive behaviour management system at Forest Gate Academy.

It sets out a framework which staff can follow in order to develop behaviour modification strategies, whilst also giving guidance on school procedures.

This policy should be read in conjunction with policies on:

Anti-Bullying Policy
Exclusions Policy
Safeguarding and Child Protection
Special Educational Needs Policy
Home School Agreement

The policy was written by the Executive Head, Head of School and Behaviour Leader and contributed to by the children, staff and governors at Forest Gate Academy.

Policy Aims and Objectives

At Forest Gate Academy, we have developed this policy to:

- Promote good relationships.
- Promote fairness in the treatment of individuals.
- Provide a clear framework so that behaviour management is consistent throughout the school.
- Promote good behaviour as part of the school's curriculum.

We aim to:

- Ensure the well-being of all staff and pupils.
- Ensure individuals are treated with respect.
- Promote equal opportunities in learning and personal development.

- Foster a sense of responsibility among pupils.
- Provide opportunities for collaboration and teamwork between staff and pupils.
- Create a learning environment which enables pupils to make choices and learn from them.
- Give pupils confidence in themselves and pride in their achievements.
- Fulfil all pupils' entitlement to learn in a positive environment.
- Promote a restorative approach, encouraging children and adults to listen to each other.
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole.

School Values

At Forest Gate Academy, we follow the ten core values of the Dean Trust. These are the building blocks for our school ethos. These values are the principles that drive our behaviour and influence our actions and attitudes. They are essential to our school culture and are our framework for influencing our relationships with ourselves and others.

These values impact on our behaviour, relationships, learning environment, personal wellbeing and attitudes to learning. Together, these lead to improvement in academic attainment.

Our 10 school values are:

- Resilience
- Courage
- Curiosity
- Respect
- Compassion
- Aspiration
- Independence
- Tolerance
- Honesty
- Co-operation

Strategies for Promoting Positive Behaviour

- Promote and model our school values at every opportunity.
- Plan for good behaviour – use positive comments to try and get children to modify their behaviour.
- Discuss rules, routines, values and responsibilities regularly, involving pupils in creating class charters and establishing rules. Refer to these regularly.
- Separate the behaviour from the child.
- Use the language of choice. Inform children what the consequences will be of each choice.
- Tactical ignoring/proximity praise.
- Keep the focus on the behaviour and ignore the child's reaction to discipline.
- Build trust and rapport.

- Model the behaviour you want to see.
- Always follow-up issues in a timely manner.
- Work to repair and restore relationships.
- Avoid conflict and an audience.
- Keep calm and be consistent with all children
- Avoid raising your voice.
- When children are acting inappropriately tell them what they are doing rather than questioning.
- Adopt a multi-agency approach to support families in improving challenging behaviour.
- Target specific children and their needs through nurture groups.
- Teachers are expected to keep parents/carers informed of any incidents of poor behaviour that require their attention. It is good practice to talk to parents/carers at the end of the school day to discuss concerns and maintain good relationships with families.

De-Escalation Techniques

(see guidance attached)

Rules

Each classroom has a set of rules displayed, agreed with the children, which are referred to regularly (Class Charter). This is an agreement between staff and pupils regarding rules and expectations for children in their class. Staff will consistently promote the school values alongside these rules.

In addition to these rules there are other whole school rules to help keep the children safe and healthy:

- Personal possessions must not be brought to school unless requested by the class teacher.
- Children must not be in the school building at playtime or lunchtime unless supervised.
- No jewellery is permitted in school. Children must wear the school uniform.
- No child is allowed to leave the school premises during school hours unless notification is given from an adult and children are accompanied by an adult when leaving the premises. Adults must collect their child at the main office.

Organisation and Implementation

Entering/Exiting the Building

- The children should line up on the playground in an orderly manner and are then collected from the playground by the class teacher or teaching assistant. Playing on the equipment is not permitted in

this time. The staff on duty will perform the final sweep of the playground. Teaching staff will escort pupils into the school building to ensure there is no time wasting or behaving inappropriately.

- Incidents carried over from playtime should be referred to the Miss Cahill (Behaviour Leader) or a member of the SLT so that the class teacher can continue in class and issues do not interfere with teaching time.
- Teachers must supervise children in the corridor areas during lesson times.
- A teacher will remain on dinner duty to supervise the children during this period (according to the lunchtime rota)

Rainbow Rewards

Our behaviour system is called 'Rainbow Rewards' and focuses on visual positive rewards for pupils, whilst still including clear consequences for children struggling to meet expectations.

Below is a copy of what will be displayed in each classroom, dependent upon their Key Stage or Phase.

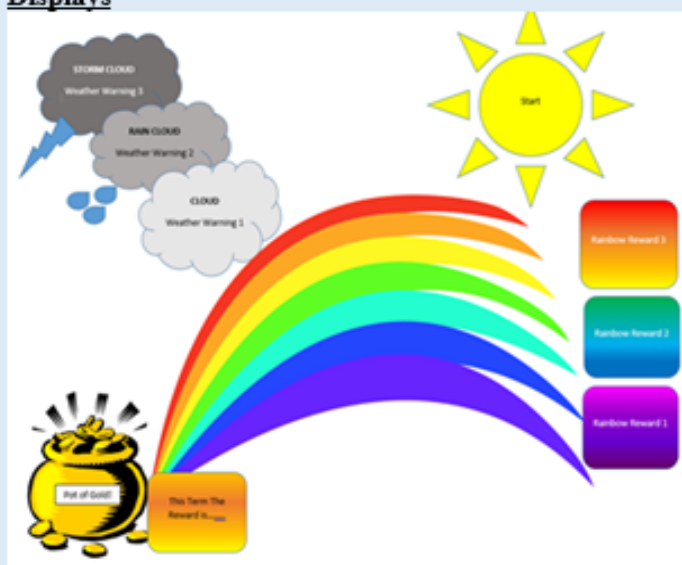
At Forest Gate Academy we want to celebrate the achievements of our pupils. With this in mind, we have introduced a new behaviour system that we want to share with you.

The system is based on celebrating children who display good manners, make good behaviour choices and work hard.

It will make sure that we reward the children that perform well.

It will also make sure that no lesson time is lost to bad behaviour, and that children face the consequences of their actions.

Classroom Displays



Each classroom has a Rainbow Reward display like the one above. This is a visual prompt for the children to try to achieve their behaviour goals or remind them that their behaviour needs changing. The aim is to get on the rainbow and stay off the clouds. There is a reward at each level of the rainbow and a consequence for each cloud.

Each day the children start on the sunshine. The challenge is to get a Rainbow Reward or ultimately reach the POT OF GOLD! It's not easy!

Children will always go through the weather warning system step-by-step so they get every chance to recover from a poor behaviour choice. However, they will jump straight to the Storm Cloud for one of the following 3 reasons:

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

These 3 actions WILL NOT be tolerated.



POT OF GOLD

Children who get into the POT OF GOLD 3x or more in a term receive an extra special reward just for them.

This could be a fun trip, a party, a picnic, cinema day, afternoon tea.....






They will also be read out in assembly each week.

Behaviour Flow Chart

Read the flow chart below to explain how the system works. Children who don't work within this system will face further consequences such as being placed on report, signing behaviour contracts, attending family meetings internal exclusions and formal exclusions.

3x in the POT OF GOLD (per term) means your child will be invited to an exclusive special reward event!

<u>Rewards /Consequences</u>	<u>STAGE</u>	<u>Examples of Behaviour</u>
My name will go in the Class Golden Book- if in 3 times by the end of term I will get a 'Golden Reward'	Pot of Gold 	I am consistently showing every positive behaviour below. Exemplary manners and a role model to others.
I will get a raffle ticket for the prize draw	Rainbow Reward 3 ↑	I am working well within a team. I am being kind and considerate to others at all times. I am working extra hard.
I will get a note or postcard home to celebrate.	Rainbow Reward 2 ↑	I am trying really hard. I am completing tasks. I am following the class rules, including at play times. I am showing good manners.
I will get a sticker or 3xdojo points.	Rainbow Reward 1 ↑	I have a positive attitude. I am ready to learn. I am listening to the teacher.
Sunshine 		
I will get a verbal warning and be reminded of our rules.	Weather Warning 1 (Cloud) ↓	I am stopping my peers from learning. I am not listening. I am not working hard / I am not playing well.
I will miss 5 minutes of my playtime in my class.	Weather Warning 2 (Rain Cloud) ↓	I have not followed instructions. I am being disruptive in class. I have not told the truth. I have been rude to an adult.
My name will be recorded in the behaviour book. I will miss my playtime. My teacher will speak to my parent/carer.	Weather Warning 3 (Storm Cloud) 	I have refused an adult. I have used bad language. I have hurt someone on purpose. I have consistently made poor choices. I have continued to be disruptive.

They move up for good behaviour

All children start each day on the sunshine

They move down for poor behaviour

3x on a storm cloud (per day) means your child will receive a consequence from a senior leader

Summary:

- Each child will have their photo or name on the behaviour display and will be moved up or down the behaviour system as appropriate (onto the rainbow or clouds).
- All children will start each day on the sunshine, so they will have a fresh start.
- Any children who **finish the day** in the Pot of Gold will be recorded in the class golden book.
- If a child gains 3 Pot of Gold's over a term, then they will be deemed as showing excellent behaviour and this will be celebrated.
- If a child is struggling with behaviour and has gained 3 or more storm clouds, then their parents/carers will be called into school to discuss next steps.

Alternative Behaviour System for Extreme Behaviour

Step 1	Report the pupil to the Behaviour Leader. Evidence of repeated storm cloud behaviour on CPOMS. Alert parents/carers of this referral.
Step 2	Behaviour Leader will see child as soon as possible. Agree with child acceptable and unacceptable behaviours, a set of rewards and consequences specific to that child and how it will be monitored.
Step 3	The pupil will be given one week to improve their behaviour. If so, the pupil will return back to the main stream behaviour system.
Step 4	If behaviour has not improved, SLT will meet and agree a next step appropriate to the child's behaviour. This could be an alternative reporting system, support from an outside agency etc. Information will be communicated with the parent/carer about the expectations and re: any further behavioural incidents.
Step 5	After a week the report will be analysed by the Behaviour Leader and SLT to decide if significant improvements have been made.
Step 6	If behaviour has not improved after 2 weeks, then a parent meeting will take place with a member of SLT and parents/carers. This will be a pre-exclusion meeting. Behaviour expectations will be clearly set and consequences of continued poor behaviour.
Step 7	A formal exclusion by the Headteacher.

For an extreme behaviour incident (e.g. violence, walking off)

- All extreme behaviour incidents will be logged on CPOMS.

Step 1	The class teacher/TA will report the incident to the office immediately.
Step 2	The Behaviour Leader will remove the pupil (or a member of SLT in their absence)
Step 3	The school office will call the parents/carers immediately and request they come into school.
Step 4	The parents/carers will be informed of the severity of the behaviour and the child will work in isolation either in school or at home. Parents/carers

	will be informed of the exclusion/behaviour contract/report (whichever is deemed appropriate for the incident).
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Additional behaviour notes

Positive Behaviour Systems

- Class do-jo, sticker and postcards.
- Children who receive 10 or more dojos in a week can go to the Head of School to choose a reward.
- 'Rainbow Rewards' will be the focus for positive behaviour and rewards will be voted for/suggested by the children. (I.e. tech bus, special sporting events.)
- No other class reward system to be used if not agreed by the Behaviour Leader/Headteacher.

Lunch Time

- If a pupil receives a storm cloud at lunchtime while under the supervision of the TA's or lunchtime staff, then the class teacher will be asked to deal with the pupil. If the class teacher is unavailable, then the Behaviour Leader or other member of the SLT should be called upon.

Behaviour Log

- Each class will have its own golden book. At the front of the book each week will be placed at the top of the page and any children who reach the 'Pot of Gold' that week will have their name written in it. No explanation is required.
- Behaviour incidents will be logged on CPOMS. They can also be logged at the back of the golden book.

Reasonable Force

- Under government guidelines, all schools and members of school staff have the power to use reasonable force. For more information, visit https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- This will always be a last resort, only used in extreme cases to control or restrain pupils in order to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. For example, teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, and other strategies fail, they can be physically removed.
- Wherever possible, staff who have been trained in holds (via "Team Teach") will be called upon to carry this out.
- Staff will make reasonable adjustments to their judgement for disabled children and children with special educational needs (SEN).
- All instances of use of reasonable force will be recorded and parents informed.
- If parents have questions or concerns regarding use of reasonable force, they should speak to the Behaviour Leader or the Head teacher.

The Role of Parents/Carers

- The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school.
- We identify the school values in the school prospectus, the home-school agreement and on the school website. We expect parents/carers to read these and support them.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- We expect parents/carers to behave as role models for the children and agree to our Parental Code of Conduct.
- If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Behaviour Leader. If these discussions cannot resolve the problem an appointment should be made to meet with the headteacher.

The Role of Governors

The governing body has the responsibility of setting down general guidelines regarding standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods. The headteacher may also exclude a pupil permanently.

If the headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a pupil discipline committee. This committee considers exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every 2 years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: November 2020

Review: November 2022

Headteacher:	<i>A Edwards</i>	Date:	November 2020
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De-Escalation Techniques

Information for Teaching Staff to Support Behaviour Management

GROUP CONTROL

Do

- ☒ Be on time. Start promptly and finish on time. This sends signals to children about the importance and value that the adult places upon the activity/lesson.
- ☒ Be efficient. Be organised, well planned and prepared. Have resources/equipment to hand.
- ☒ Establish clear routines and stick to them. Settle the group to its task with as little delay as possible. Have work/tasks ready on the tables when children enter the room.
- ☒ Clearly state the expected task, which must be relevant to the ability and interest levels of all children. Clearly state what you expected them to achieve/complete within a specified time limit.
- ☒ Check that you have been understood.
- ☒ Be clear and decisive.
- ☒ Address and resolve situations- don't let them drag on or escalate without attention.
- ☒ Position yourself so you can see all the children. Be alert to what is going on and ensure that your attention is distributed across the whole group. Scan the group regularly.
- ☒ Use eye contact, facial expressions and nods.
- ☒ Know the behaviour system, refer to it and use it consistently.

ATTITUDE AND APPROACH

Do

- ☒ Remain calm and collected. Be prepared to listen.
- ☒ Be clear and firm about boundaries.
- ☒ Show a non-biased nature and be aware of labelling children.
- ☒ Know when the situation is in stalemate.
- ☒ Be flexible in thought and response.
- ☒ Value people as individuals.
- ☒ Use positive praise and reinforcement.
- ☒ Wherever possible, display trust and allow pupils to resolve their own problems.

NON – VERBAL BEHAVIOUR

The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage.

Do

- ☒ Make an attempt to look at an individual when you are making an important point; intermittent eye contact is very powerful.
- ☒ Be aware of the signals given out by your body language.
- ☒ Try to get to children's level without invading their personal space.

- ☒ Nod your head to indicate attentiveness.
- ☒ Smile – particularly to show agreement.
- ☒ Be aware of the physical distance between yourself and others and the message it conveys.
- ☒ Raise your eyebrows to question.
- ☒ Use hand, shoulder and whole-body gestures to support discussion.
- ☒ Use physical contact as reassurance (shoulders are a safe zone) only if you know that this is appropriate for the child in question.
- ☒ Seek signals that your message has been correctly received.

VERBAL BEHAVIOUR

DO

- ☒ Acknowledge the existence of a problem.
- ☒ Give reassurance and offer support.
- ☒ Be aware of voice, pitch and strength; make good use of pauses.
- ☒ Paraphrase what has been said and check back with the child that it is accurate.
- ☒ Present facts or issues which may not be known to the child.
- ☒ Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices and alternatives.
- ☒ Use the word “we” in discussion and explain that the solution can be a “together” one.
- ☒ If you can, offer “If I were you, but it’s up to you”.
- ☒ Identify the options – give three, with the preferred choice always last.

COVID-19 Addendum – Face Coverings in School

Current recommendations on Personal Protective Equipment for pupils and/or staff.

On 25th August, schools were informed that:

From 1st September new advice will apply to the use of face coverings by staff and pupils in some schools, and to learners in further education. The World Health Organisation now advise that “children aged 12 and over should wear a face mask under the same conditions as adults, in particular when they cannot guarantee at least 1-metre distance from others and there is widespread transmission in the area.

Nationwide, the government is not recommending face coverings are necessary in education settings generally because a system of control provides additional mitigating measures. On the basis of current advice, in light of mitigating measures education settings are taking, and the negative impact on communication, face coverings will not generally be necessary in the classroom even when social distancing is not possible. Face coverings can have a negative impact on learning and teaching and so their use in the classroom should be avoided.

In (these) local intervention (lockdown) areas, in education settings where Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around, such as in corridors and communal areas where social distancing is difficult to maintain.’

The implications for Dean Trust schools is:

- Schools in local intervention (lockdown restriction) areas

All staff and pupils will be expected to wear face coverings when moving around the school buildings e.g. on corridors and in communal areas where social distancing is difficult to maintain, unless where an exemption applies due to a Risk Assessment that has been conducted by the school and it has been determined by the school that a face covering is not appropriate. Face coverings will not be worn in classrooms, unless where an exemption applies due to a Risk Assessment that has been conducted by the school and it has been determined by the school that a face covering is appropriate. There is no expectation for staff and pupils to wear face coverings when sat down to eat and/or drink during break and lunchtimes, nor is there an expectation for them to wear face coverings whilst outside during break or lunchtime.

- Schools not in local intervention (lockdown restriction) areas

There is not an expectation that all staff and pupils wear face coverings when moving around the school buildings e.g. on corridors and in communal spaces. Staff and pupils nevertheless can wear a face covering at these times should they choose to do so. Face coverings will not be worn in classrooms, unless where an exemption applies due to a Risk Assessment that has been conducted by the school and it has been determined by the school that a face covering is appropriate.

A video from the World Health Organisation ‘How to wear a fabric mask safely’ can be located at https://www.youtube.com/watch?time_continue=27&v=9Tv2BVN_WTk&feature=emb_logo

Where a school is in a local intervention (lockdown restriction) area, and there is an expectation that face coverings are worn when moving around the school buildings e.g. on corridors and in communal areas where social distancing is difficult to maintain, then the face covering will be regarded as part of the school’s uniform expectations during the time the area where the school is

located remains under local restrictions. It is therefore the responsibility of parents/carers to ensure that their children adhere to this expectation.







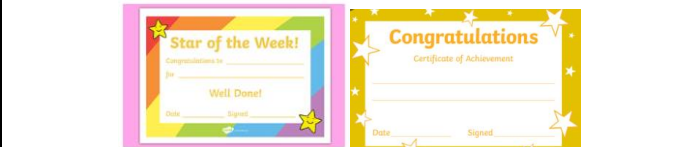

The school will support pupils and parents/carers and listen to any concerns that they may have about the government's expectations regarding the wearing of face-coverings on corridors and internal communal areas where a school is in a locally restricted area. In exceptional circumstances, the school may agree to an exemption from these government expectations although the wider safety of the school community must be prioritised so that the risk of virus transmission is reduced.

Where a school is in a local intervention (lockdown restriction) area, and a pupil refuses to wear a face-covering, then this will be regarded as a disciplinary issue because the pupil is not being considerate of other pupils and staff safety and is therefore putting them at heightened risk of infection.

Where parents/carers inform the school that they, or their child, do not wish to wear a face-covering in school which is in a local intervention (lockdown restriction) area, the school will supportively explain the expectations of government guidance and the impact on the health, safety and wellbeing of the wider school community. If the parents/carers or child still choose not to agree to those expectations then the pupil will be supported to work remotely from home until that time that the area is removed from being a local intervention (lockdown restriction) area.

The table below outlines the key features of the Behaviour System used at Forest Gate Academy (the Rainbow Reward System) and any changes that have been made in light of Covid-19 considerations. These changes have been communicated to the children. If you have any questions, please contact the school office.

Due to health and safety regulations related to COVID-19, internal exclusions can no longer take place. Supervised time outs can be used when space and staffing allows.

	<p>The Behaviour for Learning Promise and the Home-School Agreement stay the same.</p>
	<p>The Rainbow System stays the same on the whole, with some small adaptations to each step. See below.</p>
	<p>There will be stickers but no postcards. Instead, a phone call home will be made by the class teacher or teaching assistant to celebrate good behaviour. This may also be communicated at home-time from a safe distance.</p>
	<p>Pot of Gold stays the same. If your child makes it onto the Pot of Gold in a day, their name will be entered into a prize draw at the end of term.</p>
	<p>If your child's name goes on the Pot of Gold more than 3 times in a term, they will be sent a congratulatory voucher on Ping.</p>
	<p>Dojo points stay the same. If your child gets 10 dojo points in a week, they will choose a small prize. They will need to wait 72 hours before taking it home.</p>
	<p>Star of the Week and Value of the Week stay the same. They will be "given out" in class (shown on a slide), 1 per class. They will then be sent home on Ping on Friday.</p>
	<p>Weather Warning 1, 2 and 3 stay the same. For Weather Warning 2, children will miss their 5 minutes of break outside, standing/sitting to the side. For Weather Warning 3, children will miss their entire break or 15 minutes of lunch outside, by standing/sitting to the side.</p>

Fixed term exclusions still apply.

All social distancing and altered school rules have been clearly communicated to children and are displayed where appropriate.

Please see the school website and the addendum to the Behaviour Policy for further information regarding the consequences for failing to comply with health and safety guidelines. Here you will also find further information regarding the exclusion process.