



THE FORGE

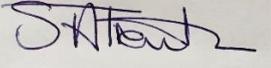
TRUST



THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

Behaviour Policy

Written by	M Nunn
Date for Review	September 2022
Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

C O N T E N T S

1	Aims
2	Policy Development
3	Legal Powers
4	Expectations
5	Reward System
6	Sanctions
7	Record Keeping
8	Time to Talk (listening sessions)
Appendix 1	The Forge Trust Exclusion Escalation
Appendix 2	The Forge Trust Pupil/Parent Guarantee
Appendix 3	The Forge Trust Incident Form
Appendix 4	The Forge Trust Racial Incident Form

1. AIMS

All Forge Trust Academies are committed to providing a caring, supportive and disciplined learning environment. Positive behaviour and attitudes are promoted so that pupils can develop their abilities, interests and achieve their full potential.

We believe that good teaching promotes good behaviour and positive attitudes to learning. We will ensure that we provide a positive learning environment where pupils feel safe and secure.

2. POLICY DEVELOPMENT

This policy was formulated in consultation with the:

- Chief Executive Officer (Lee Hessey)
- Chair of Trustees of the Forge Trust (Sue Trentini)
- Trustees of the Forge Trust

3. LEGAL POWERS

1. The Power to Discipline

Sections 90 and 91 of the Education and Inspections Act 2006 provides schools with the statutory power to discipline pupils for breaches of school rules, failure to follow instructions and other unacceptable conduct.

DfE guidance to schools and academies clearly indicates that teachers can discipline pupils whose conduct falls below the standard which could be reasonably be expected by them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction school staff can impose a sanction.

To be lawful, the decision to sanction a pupil must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head of School or Executive Principal;
- The decision to sanction the pupil and the sanction itself must be made on the academy premises or while the pupil is under the charge of the member of staff;

And

- The sanction must not breach any other legislation and it must be reasonable in circumstances.

A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the sanction must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them.

Any form of corporal punishment is illegal.

2. The Use of Detention

Teachers have the legal power to issue detentions to pupils in and out of school hours and Forge Trust Academies have the right to make use of this power.

3. Power to Search and Confiscate

The Forge Trust reserves the right to use teachers' powers to search without consent, in accordance with the current DfE guidance. Staff may use the power to search without consent for 'prohibited items' including but not restricted to:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit offence, cause personal injury or damage to property

The 'general power to discipline' enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully.

4. Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Heads of schools and other authorised staff (usually members of SLT) may also use such force as is reasonable given the circumstances when conducting a search without consent for knives and weapons, alcohol, illegal drugs, stolen items, tobacco

and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit offence or cause harm.

5. Isolation

In The Forge Trust, isolation is used when a child is given an internal exclusion (see appendix 1).

Time in isolation should be constructive, with work set that is appropriate to individual pupil needs.

6. Pupils' Conduct Outside of School

In accordance with DfE guidance, members of the SLT in each academy may issue sanctions in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school.

Members of SLT may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school

In all cases of misbehaviour, staff can only discipline pupils whilst they are on school premises or whilst under lawful control of the staff member.

4. EXPECTATIONS

1. Behaviour

All Forge Trust Academies expect pupils to follow the Forge Trusts rules and behave with consideration and respect towards other pupils, members of staff and the public at large. This applies when in the academy, travelling to and from the academy, whilst on academy trips and when identifiable as a pupil of the Forge Trust.

2. Promoting positive behaviour

All members of staff are responsible for maintaining good discipline and high standards at all times: in class, in corridors, between lessons, during break and lunch time and so on. Rewards and sanctions will be used as and when needed.

3. Behaviour for Learning

Pupils are expected to demonstrate positive attitudes towards their learning and others. Pupils with poor behaviour for learning will be sanctioned in accordance with this policy.

4. Conduct around Forge Trust Academies

To ensure the Health and Safety of pupils, members of staff and visitors, we expect all pupils to:

- Walk on the left except in emergency situations;
- Not run in any academy building;
- Dispose of litter in bins;
- Queue in single lines when waiting for a teacher;
- Listen to the guidance of staff and follow their instructions at all times – 'Respect' is a core value of The Forge Trust and we expect pupils to be respectful at all times
- Move around calmly

And

- Adhere to the uniform dress code at all times.

5. Shared responsibility

Promoting good behaviour and discipline in pupils should be a partnership between home and school.

We share responsibility with parents for their children in our care and make every effort to provide the care which any responsible parent would expect to give.

Parents are asked to sign The Forge Trust Pupil/Parent Guarantee (appendix 2).

6. Violence

All instances of violence, verbal or physical are unacceptable and will be dealt with in accordance with this policy. Verbal abuse, including racism, bullying or violence towards any pupil or member of staff will result in the pupil being sanctioned.

5. REWARD SYSTEM

All Forge Trust Academies expect pupils to follow the Forge Trusts rules and behave with consideration and respect. Pupils who consistently display good behaviour will be rewarded.

Pupils are rewarded both as a class and on an individual basis. As a class, pupils can be rewarded for the best class attendance which is awarded on a weekly basis.

Teachers and pupils also choose a 'Star of the Week' every week. They will also receive a Star of the Week certificate that they receive in the 'Superstar Assembly'. In each class, children are able to acknowledge the kind actions/good behaviour of their peers. Teachers will collect the children's ideas following Superstar Assembly and celebrate the achievements that have been noticed by pupils in the class.

When pupils join the Forge Trust they are put into one of the Four Houses. At The Parkgate Academy, the houses are as follows:

1. Rufford
2. Thoresby
3. Welbeck
4. Clumber

Houses Captains (Year 6 pupils) will collect the team point sheets every Friday. The Principal will then reveal the number of team points over the course of that week during the 'Super Stars Assembly'. The use of the House System and awarding house points is not intended to replace effective behaviour management strategies but to enhance them and provide further motivation for pupils to succeed.

Each class will have team point sheets clearly displayed. Pupils will record their own points when awarded them by teachers and staff. Lunchtime staff will have tokens (different colours for each house) and will give these to children if they feel they deserve a house point.

Pupils can be awarded individual house points for:

- A quality piece of work that exceeds teacher's expectations
- Extra effort, e.g. academy work, home learning
- Excellent presentation
- Trying their best
- Improvements in behaviour and attitude
- Good manners

- Showing respect, e.g. holding doors for others
- Effective teamwork
- Helping and including others
- Showing initiative, e.g. to look after the classroom
- Being an Independent Learner
- Progress in test results
- An exceptional response to a question
- Contributing positively in lessons
- 100% effort
- Positive attitude towards learning, e.g. 'Thinking outside the box'

Individually, children will receive a certificate for 20 House Points, a certificate and badge in their house colours for 50 House Points and a certificate and gold badge for 100 House Points.

Each term, the winning house (the house with the most points) will receive a reward that they can enjoy collectively.

6. SANCTIONS

1. General Incidents

Sanctions exist to support effective behaviour management and compliance to school expectations. Each incident needs to be considered in context and individual circumstances need to be considered.

Unacceptable behaviour is when a pupil does not adhere to the Forge Trust's expectations. Unacceptable behaviour includes the following:

- Talking in class during times of silence or when someone else is speaking
- Inappropriate comments and remarks
- Rudeness
- Poor manners
- Inappropriate language
- Disruption of learning to others
- Failure to complete home learning
- Persistent infringement on uniform rules (as long as the infringement is judged to be under the control of the child)
- Damage to property
- Running along corridors

Sanctions are in stages: -

1. A child will initially be given a verbal warning
2. There is a second verbal warning
3. Next the child will be sent to their partner class:
The child will be spoken to by the partner teacher and then sent to a quiet place in the classroom to continue with their work. They will then go to the next 'Time Out session' (either Break or Lunch) and this will be noted down on CPOMs by the member of staff issuing the sanction. The member of staff who sanctions this will also ensure the child attends the 'Time Out' session
4. If on returning to the class, the behaviour is repeated (after Steps 1-3) then the child will be sent to either the Principal or a member of the Senior Leadership Team and the class teacher will meet with the child's parents
5. If unacceptable behaviour is still persistent and the child has visited a member of the Senior Leadership Team on three occasions in a half term, a meeting will be arranged between the Principal or Vice Principal, the class teacher and the parents
6. Failing all the steps above in modifying the child's behaviour, the academy will seek additional support from outside agencies, e.g. Lead Behaviour network, PSED team and the Educational Psychologist and a meeting will be arranged with parents
7. Persistence with the unacceptable behaviour (even with outside agency involvement) will result in the most appropriate sanction, e.g. Internal or Fixed Term Exclusion
8. If the unacceptable behaviour is still persisting after significant input and support from everyone involved with the child then the most appropriate provision for the child will be determined, e.g. Alternative Provision, Managed Move or Permanent Exclusion

2. Serious Incidents

If a pupil's behaviour is persistent or is of a serious nature, their sanction may include the use of a fixed term or a permanent exclusion from school. In the case of exclusions, Forge Trust Academies will follow the trusts Exclusion Escalation (see appendix 1) and the appropriate DFE guidelines.

7. RECORD KEEPING

All incidents (behaviour, racial or possible bullying) are recorded on CPOMS.

In academies that do not have CPOMS, incidents will be recorded on Forge Trust 'Incident Forms' (see appendix 3). These sheets are filled in when a serious incident take place. Incidents that are racial are recorded separately on Forge Trust 'Racial Incident Forms' (see appendix 4) and incidents that are potentially bullying are recorded separately on Forge Trust 'Possible Bullying Forms' (see appendix 5).

All forms are completed by class teachers, teaching assistants, play leaders or other members of staff. Forms must be handed to the pastoral/behaviour lead who will file them securely. They are very important documents as they provide evidence to refer to when dealing with any further incidents, parents and outside agencies.

8. Time to Talk

The Forge Trust understands the importance of giving pupils a safe space to discuss any worries that they may have. Pupils are able to meet with the pastoral lead or a staff member of their choosing at different points each week. These sessions will include discussions around friendships, general concerns and worries, mental health issues and managing emotions.

APPENDIX 1 - The Forge Trust Exclusion Escalation



Exclusion Process



Stage of exclusion	Description
1. (First offence)	Internal exclusion with a member of SLT for at least one day and lasting until 4pm. Work will be provided from the class teacher. A re-admission meeting will take place before returning to the class.
2. (Second offence)	External exclusion for 1 day, with a warning that a further excludable offence will result in an external exclusion for 2 days. A re-admission meeting will take place before returning to school.
3. (Third offence)	External exclusion for 2 days, with a warning that further problems will result in a 3 day exclusion. A re-admission meeting will take place before returning to school. At this point a chronology and support plan will be put in place as part of the re-admission.
4. (Fourth offence)	External exclusion for 3 days, with a warning that a further offence will result in a 5 day exclusion. A re-admission meeting will take place before returning to school. The support plan will be reviewed and at this point a written warning is given regarding permanent exclusion. A new support plan will be put in place.
5. (Fifth offence)	External exclusion for 5 day. A behaviour panel meeting, consisting of a member of SLT and a trustee, takes place to discuss future support plan and possible alternative provision/part time timetable. A warning will be given that a further incident will almost certainly lead to a permanent exclusion.
6. (Sixth offence)	Depending on the circumstances, this will normally be a permanent exclusion. The principal will make this recommendation to the Trustees. This is the most severe sanction and will be reviewed by the Trustees.

An exclusion may be enforced for offences such as:

- Theft
- Swearing/being very disrespectful to staff members
- Being physically aggressive towards a staff member
- Repeated non-compliance of adult instruction (Serious defiance)
- Physical harm to another child (usually causing a mark)
- Constant intimidation

(A particularly serious offence may result in stages within the escalation being omitted. This judgement will be made collectively by at least two members of SLT)

Name of child-

Date of offence -

Type of offence -

Stage of exclusion -

Date of re-admission meeting -

APPENDIX 2 - The Forge Trust Pupil/Parent Guarantee



The Forge Trust Pupil/Parent Guarantee 2021-2022
The Parkgate Academy Home/Academy Agreement



Note: To work in partnership with parents so that children to receive an education that will allow them to thrive in life and be successful.

ASPECT	As a parent/carer I will:	As a school we will:	As a pupil I will:
Being ready for school	<ul style="list-style-type: none"> • Make sure my child is ready to learn; • Send my child appropriately dressed in school uniform including correct footwear; • Ensure my child has an appropriate hair cut (no shaved patterns); • Make sure my child has the appropriate equipment each day, including PE kit. 	<ul style="list-style-type: none"> • Ensure children wear school uniforms; • Tell your child what they need for lessons. 	<ul style="list-style-type: none"> • Wear our uniform & appropriate clothing; • Bring correct equipment to school, including: reading book, PE kit, home/school diary.
Attendance & punctuality	<ul style="list-style-type: none"> • Ensure that my child attends school every day and on time; • Not take holidays during term time; • ENSURE my child is in school during SATs week; • Notify the school early on the first day of my child's absence; • Aim for my child to achieve 100% attendance; • Ensure my child is collected promptly at the end of the school day (where appropriate); • Have regard for the safety of others, including walking safely away from the stop line. 	<ul style="list-style-type: none"> • Demand good attendance and punctuality; • Provide a safe, happy and caring environment; • Contact/operate a first day calling procedure or use of text messaging service alerting parents that their child is not at school; • Offer support and challenge parents/carers where there are issues; • Fine parents for unacceptable levels of unauthorised absence (this includes holidays). 	<ul style="list-style-type: none"> • Come to school every day unless I'm too ill; • Come to school on time; • Be safe and think about the safety of others.
Partnership	<ul style="list-style-type: none"> • Attend parents' evening, and if I cannot attend arrange another date; • Read letters from school and reply if necessary. 	<ul style="list-style-type: none"> • Persistently contact all parents and strongly encourage that they make arrangements to discuss their child's progress twice per year; • Work in close partnership with parents and carers, valuing and valuing views and opinions; • Hold Parent's Consultations; • Report termly on pupil progress; • Communicate with parents when the need arises. 	<ul style="list-style-type: none"> • Ask my parents/carers to attend parents' evening and see the work that I have been doing; • Take all letters and messages home; • Make the most of the opportunities that the school offers; • Select books to read that I am interested in, and read daily.
Reading	<ul style="list-style-type: none"> • Listen to my child read/read with my child daily and fill in their Reading Diaries; • Discuss stories that your child is reading with them; • Share books with your child, e.g. At bedtime 	<ul style="list-style-type: none"> • Acknowledge parents' contributions to reading journals weekly and listen to all children read weekly, either individually or as part of a guided group - 4-6 children. 	<ul style="list-style-type: none"> • Select books to read that I am interested in, and read daily.



The Forge Trust Pupil/Parent Guarantee 2021-2022
The Parkgate Academy Home/Academy Agreement



ASPECT	As a parent/carer I will:	As a school we will:	As a pupil I will:
Learning	<ul style="list-style-type: none"> • Encourage my child to do their best; • Ensure that my child does set home learning; • When opportunities arise, be engaged in my child's learning and development; • Talk to my child about what they have been doing at school; • Support my child to demonstrate the school values: work-ethic, discipline, ambition, positivity, team player and respect. 	<ul style="list-style-type: none"> • Frequently review our achievements to ensure that every child makes the maximum progress they can, particularly in English and Mathematics; • Give all children access to a broad and exciting curriculum where they can also acquire skills for life; • Set appropriate work that will be marked regularly, and give the child opportunity for reflection and response time; • Ensure discipline as well as safety procedures are of the highest standard; • Review children's progress periodically and identify then address particular needs; • Provide targeted support for any child who falls behind age related expectation in English or Mathematics; • Provide the opportunity for all children to take part in and enjoy sporting and cultural activities; • Ensure that every child makes expected progress from their individual starting point. 	<ul style="list-style-type: none"> • Listen to my teacher and work hard; • Do my home learning on time; • Think about what I want to do when I leave school, and have a 'dream'; • Agree to achieve my 'dream' and understand the things I need to do to make this happen; • Strive to demonstrate the school values: work-ethic, discipline, ambition, positivity, team player and respect.
Behaviour & Safety	<ul style="list-style-type: none"> • Support the school's code of conduct for behaviour; • Follow school rules at all times; • Ensure social media is used appropriately, and does not tarnish the school's reputation in any way; • Ensure that any issues are discussed with school directly rather than using social media; • In the event of a problem, enter school in a calm manner, so that issues can be resolved swiftly and effectively. 	<ul style="list-style-type: none"> • Encourage high standards of behaviour; • Reinforce the school's behaviour policy; • Regularly encourage dialogue between teachers, staff and children; • Follow the agreed Safeguarding Policy; • Take appropriate action where social media is used inappropriately. 	<ul style="list-style-type: none"> • Make good behaviour choices inside and outside of school; • Look after the school and its surroundings; • Learn all about internet safety, including social media.
Pastoral Support	<ul style="list-style-type: none"> • Tell the school of any problems likely to affect my child; • When necessary, make the most of the access to a variety of activities, facilities and services including support and advice. 	<ul style="list-style-type: none"> • Listen and respond quickly to any concerns; • Facilitate access to activities & services for pastoral support; • Seek parent feedback about changes. 	<ul style="list-style-type: none"> • Let my teacher know if I have any worries.

By signing below, we are doing our best to make sure we fulfil the above criteria.

Signed: Parent/Carer:

Child:

Class Teacher:

Principal:

Mrs Kerry Chudrum

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APPENDIX 3 - The Forge Trust Incident Form



Incident Form
The Sir Donald Bailey Academy 2016-2017



Date of Incident: _____ Time of Incident: _____

Details of the pupils involved:

Names	Year Group	Gender

Type of Incident:
(please tick)

Verbal Abuse of Peers	Verbal Abuse of Staff
Physical Abuse of Peers	Physical Abuse of Staff
Persistent misbehaviour	Other (please specify)
Disruption of Lesson	

Summary of the incident:



Incident Form
The Sir Donald Bailey Academy 2016-2017



Circumstances Leading Up to Actual Incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

APPENDIX 4 - The Forge Trust Racial Incident Forms



Racial Form
Donald Bailey Academy 2016-2017



Date of Incident: _____ Time of Incident: _____

Details of the pupils involved:

Victim	Year Group	Gender	Ethnic Origin

Perpetrator/Perpetrators	Year Group	Gender	Ethnic Origin

Location of Incident:
For example: classroom, library, to/from school, corridor etc.

Nature/Type of Incident:
(please tick)

Extortion	Personal possessions taken/damaged
Isolation/Being ignored	Forced into something against their will
Physical	Written
Verbal (name-calling, taunting, mocking)	Spreading rumours
Cyber	Other (please specify)

Circumstances Leading Up to Actual Incident:

Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken: