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| Local Procedure Title | Student Behaviour Policy |
| Site | Sketchley School - Forest House School |
| ECS Policy number and title | Behaviour |
| Local Procedure template reference | ECS 04 Positive behaviour management and support |
| Associated templates / procedures | ECS LP 04 |
| Local Procedure date | Sept 2025 |
| Local Procedure review date | Next review Sept 26 |
| Local Procedure Author(s) | Daniel Showler |
| Local Procedure Ratification | |

1. Purpose Aim

This policy aims to ensure a safe, respectful, and productive school environment where every student can succeed. It sets clear expectations for student behaviour and provides a framework for addressing both positive and negative behaviours with appropriate consequences and rewards

2. Behaviour Expectations

Students are expected to:

- Attend all scheduled lessons on time and prepared
- Follow instructions given by staff promptly and respectfully
- Treat everyone with kindness, respect, and courtesy
- Use appropriate language and behaviour at all times
- Contribute to a positive and inclusive school environment
- Take responsibility for their actions and learning.

3. Unacceptable Behaviours

The following behaviours will not be tolerated:

1. **Non-attendance / Truancy:** Skipping lessons or arriving late without a valid reason.
2. **Violence or Aggression:** Physical fights, threats, or aggressive actions towards others.
3. **Antagonistic Behaviour:** Verbal abuse, bullying, harassment, or provoking others.
4. **Defiance:** Refusal to follow instructions, talking back, or ignoring requests from staff.
5. **Inappropriate Language or Gestures:** Swearing, offensive remarks, or inappropriate gestures.
6. **Damage to Property:** Vandalism or misuse of school property.

7. **Dangerous Behaviour:** Any behaviour that compromises the safety of students or staff.
8. **Disruption to learning:** Stopping other students from learning
9. **Online abuse:** Using any online communication to threaten or abuse staff or students

4. Consequences for Unacceptable Behaviours

Consequences are applied based on the severity and frequency of the behaviour. The goal is to encourage positive change through reflection and support.

Skipping Lessons / Non-attendance: Students who miss lessons without valid reasons will have their absences tracked using a **lesson-tracking system**. For each missed lesson, a numerical value will be assigned (e.g., 1 point for each missed class).

- **1-3 missed lessons in a week:** Staff will issue a **reminder** to the student, and the absence will be logged in the behaviour tracking system. **Parental contact** may be made.
- **4-6 missed lessons in a week:** **Formal warning** with a meeting between the student, pastoral staff, and parents/carers to address the issue. A **support plan** will be discussed to improve attendance. Students will not be allowed offsite for ACE clubs once they have missed 4+ lessons that week.
- **7+ missed lessons in a week:** A **meeting with senior leadership** to review the student's attendance. The student may be placed on a **monitoring programme** or **educated offsite** for a period of time. A **behaviour contract** may be created, and further consequences will be considered.

Violence / Aggression / Antagonistic Behaviour (Bullying, Verbal Abuse) / Defiance / Refusal to Follow Instructions / Dangerous Behaviour
(Threats of weapons will result in police being called)

1. **Level 1:** The student will be warned, and parents will be informed. Where possible the student will removal from the situation
2. **Level 2:** The students will be taken to a **reflective space** and a **support plan** implemented. A safety risk assessment will be carried out.
3. **Level 3: Repeated or Serious Incident: Educated offsite** for a period or a reduced timetable depending on the severity. (Support plan reviewed)
4. **Level 4:** If necessary, further sanctions such as parent meeting with SLT or **fixed term exclusion** may apply. (Support plan reviewed)
5. **Level 5: Emergency review**
6. **Level 6:** Resulting in possible placement ended

Inappropriate Language / Gestures

1. **Level 1:** The student will be warned, and parents will be informed. Where possible the student will removal from the situation
2. **Level 2:** The students will be taken to a **reflective space**, and a **support plan** implemented. A safety risk assessment will be carried out.
3. **Level 3: Repeated or Serious Incident: Educated offsite** for a period or a reduced timetable depending on the severity. (Support plan reviewed)

Damage to Property

1. **Level 1:** The student will be warned, and parents will be informed. Where possible the student will removal from the situation. Repair/replacement of damaged property. Parent notified, and a restorative conversation with the student.

2. **Level 2:** The students will be taken to a **reflective space**, and a **support plan** implemented. A safety risk assessment will be carried out. (Financial restitution for the damage caused)
3. **Level 3: Repeated or Serious Incident: Educated offsite** for a period or a reduced timetable depending on the severity. (Support plan reviewed)

After an exclusion, students will not be permitted back onsite until a reintegration meeting has taken place. A student receiving 3+ fixed term exclusions within an academic year will be subject to a placement review meeting in which the local authority will be invited.

5. Tracking and Monitoring Behaviour

Excel Spreadsheet for Behaviour Tracking

Staff will have access to an **Excel spreadsheet** to record and track student behaviour throughout the school day. The spreadsheet will be used to:

- Log missed lessons and track attendance.
- Record incidents of unacceptable behaviour.
- Provide a central place for staff to share observations, patterns, and follow-up actions.
- Monitor the effectiveness of behavioural interventions and provide evidence for decision-making.

The system will help ensure that behaviours are addressed promptly and consistently, and that appropriate interventions are in place.

Student Behaviour Score

Each day, students will accumulate scores based on their behaviour. For example:

- **+1 for attending class.**
- **-1 for missing a class.**
- **-2 for incidents of aggression or significant defiance.**
- **+2 for exemplary behaviour** (e.g., demonstrating kindness, positive engagement in class).

The weekly total will be used to determine follow-up actions (see the attendance section above)

6. Rewards and Recognition

Positive behaviours are rewarded to encourage and motivate students, examples below of positive behaviour that can be rewarded.

Positive Behaviour

1. Excellent attendance and punctuality
2. Good behaviour at lunch and break
3. Polite - Kindness and respect towards others
4. Showing progress in learning
5. Trying new things
6. Ambassador for the school
7. Completing class work
8. Helping and supporting others
9. Verbal contribution to lessons

| Level | Rewards |
|-------|--|
| 1 | Positive points given |
| 2 | Reward options (5 positive points) |
| 3 | Post card home (10 positive points) |
| 4 | Class certificate (30 positive points) |
| 5 | SLT certificate (50 positive points) |
| 6 | Headteacher commendation (100 positive points) |

Positive points:
 All positive behaviour will be rewarded with positive points; these will be recorded on the students reward card. When a student reaches reward level 2 - 6 the class teacher will initiate the reward. E.g. a student reaches level 5 (50 positive points) teacher to inform SLT who will print and sign a certificate.
 Positive points will be awarded for all positive behaviours and tracked in the same Excel system used for monitoring attendance and behaviour.

7. Roles and Responsibilities

Students

- Adhere to behaviour expectations and take responsibility for actions.
- Engage with the restorative processes and make an effort to improve.

Staff

- Model respectful behaviour.
- Use the behaviour tracking system to document and monitor incidents.
- Apply the policy fairly and consistently.
- Support students through restorative practices.

Parents/Carers

- Support the school in addressing behaviour issues.
- Attend meetings when required and collaborate on improvement strategies.

Senior Leadership Team

- Ensure the policy is implemented and regularly reviewed.
- Handle serious behavioural concerns and implement appropriate interventions.

8. Monitoring and Review

The Behaviour Policy will be reviewed annually. Behaviour data, including the records in the Excel spreadsheet, will be monitored to ensure the policy is working effectively. Any changes or updates will be communicated to staff, students, and parents.

Student Behaviour Policy – For Students

1. Behaviour Expectations:

We expect all students to:

- **Attend all lessons** on time and prepared.
- **Follow instructions** given by staff the first time.
- **Respect others** with kind language and actions.
- **Contribute positively** to a safe, inclusive school environment.
- **Take responsibility** for your actions and learning.

2. Unacceptable Behaviours:

We do not accept:

- **Missing lessons** without a valid reason.
- **Violence** or aggressive behaviour.
- **Verbal abuse**, bullying, or provoking others.
- **Not following instructions** or talking back to staff.
- **Inappropriate language or gestures.**
- **Damage to school property.**
- **Dangerous behaviour** that puts others at risk.
- **Disruption to learning:** Stopping other students from learning
- **Online abuse:** Using any online communication to threaten or upset others

3. Consequences for Misbehaviour:

If you break the rules, the following consequences will apply:

Skipping lessons:

1-3 missed lessons: **Reminder** and parental contact.

4-6 missed lessons: **Meeting** with staff and parents.

7+ missed lessons: **Meeting** with senior leaders and possibly being placed in **educated offsite**.

Violence / Aggression / Antagonistic Behaviour (Bullying, Verbal Abuse) / Defiance / Refusal to Follow Instructions / Dangerous Behaviour

Level 1: The student will be warned, **and parents will be informed.**

Level 2: Taken to a **reflective space** and a **support plan** implemented

Level 3: Educated offsite for a period or a reduced timetable

Level 4: Parent meeting with SLT / **fixed term exclusion** may apply.)

Level 5: Emergency review

Level 6: Resulting in possible **placement ended**

Inappropriate Language / Gestures

Level 1: The student will be warned, and parents will be informed.

Level 2: The students will be taken to a **reflective space** and a **support plan**

Level 3: Educated offsite for a period or a reduced timetable

Level 4: Parent meeting with SLT / **fixed term exclusion** may apply.)

Damage to Property

Level 1: The student will be warned, and parents will be informed.

Repair/replacement of damaged property.

Level 2: The students will be taken to a **reflective space**, and a **support plan**.

(Financial restitution for the damage caused)

Level 3: Educated offsite for a period or a reduced timetable depending on the severity.

Level 4: Parent meeting with SLT / **fixed term exclusion** may apply.)

4. Rewards and Recognition:

We celebrate positive behaviour with:

| Level | Reward |
|-------|---|
| 1 | Positive points given and verbal praise (praise book) |
| 2 | Reward options trade point for items from the reward list (5 positive points) |
| 3 | Post card home to inform parents (10 positive points) |
| 4 | Class certificate (30 positive points) |
| 5 | SLT certificate (50 positive points) |
| 6 | Headteacher commendation (100 positive points) |

5. Tracking and Monitoring:

- **Behaviour will be tracked** using an **Excel system** by staff.
- **Missed lessons and behaviours** are logged daily, and a **weekly score** will be given.
- **Positive points** will also be tracked, and they can be exchanged for rewards!

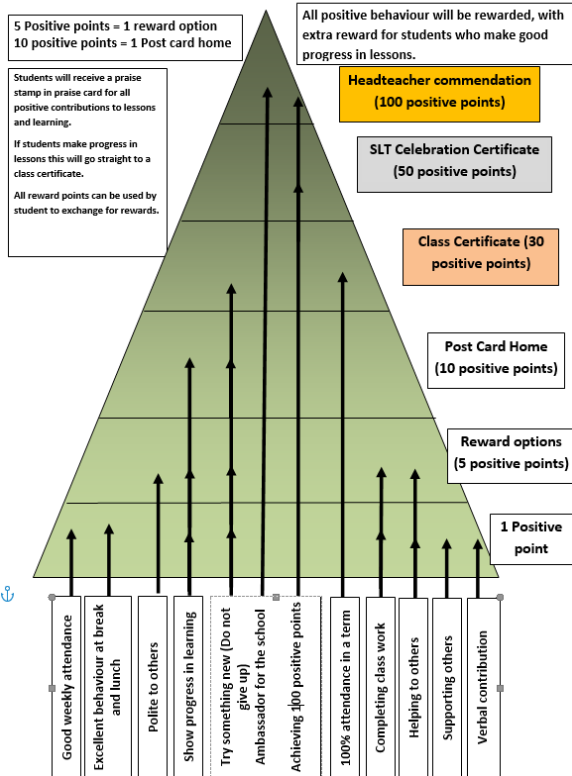
6. How You Can Help:

- **Be on time** and prepared for class.
- **Follow staff instructions** and show respect to everyone.
- If you make a mistake, **reflect and learn** from it!
- **Support each other** to maintain a positive school culture.

7. Key Contacts:

If you ever have concerns or need support, reach out to your **tutor, pastoral team, or senior leaders**.

Forest House Praise Pyramid



Forest House Discipline Pyramid (In Class)

