

## Positive Behaviour – The Forres Way

At Forres Academy we are dedicated to the promotion of positive relationships. By promoting and recognising positive behaviour in classes, we aim to build on good relationships with our learners and create a supportive ethos within the school. Staff within departments have been trained, and continue to receive ongoing training, in Pivotal and Relational approaches. This training enables staff to have a large toolkit of strategies to ensure inclusion of all learners and to encourage positive behaviour and effective learning and teaching.

### **Our Core Expectations**

Positive relationships in Forres Academy are based around our 3 core expectations of being ready, respectful and safe. These expectations have been shared with all pupils and are as follows:

<u>Respectful</u>	<u>Ready</u>	<u>Safe</u>
<b>Treat others as you wish to be treated.</b>	<b>Arrive on time to school and class.</b>	<b>Follow staff instructions and ask staff for help.</b>
<b>Show kindness to all, have manners and allow differences.</b>	<b>Come to school with a positive mindset and a can do attitude – eat/sleep/hydrate properly.</b>	<b>Walk carefully around the school, keep to the left and no pushing in the corridors.</b>
<b>Have pride in your work, yourself, the school and community.</b>	<b>Wear your uniform.</b>	<b>No mobile phones/headphones between classes and only in class with teacher instruction.</b>
<b>Communicate appropriately using polite language.</b>	<b>Enter class calmly, get outdoor clothing off and equipment ready.</b>	<b>Look out for others and report on concerns.</b>
<b>Allow others to be heard.</b>	<b>Tell your teacher of any problem.</b>	<b>Think before acting.</b>



## Knowing our pupils

It is vitally important to us that staff know our learners well – we do this through ongoing communication with the pupil support team who share learner profile strategies (LPS), guidance information and behaviour plans. All of the information shared with staff will have been shared and agreed with you before it is issued. This information is strictly confidential and only shared on a 'need to know' basis to ensure GDPR and protect your privacy and that of your child.

## How it works

A key part of our behaviour management policy is in recognising and rewarding the vast majority of our pupils who engage in their learning (Ready), follow instructions (Safe) and show respect for their teachers, peers and themselves (Respectful). Positive behaviour of pupils will be recognised through a wide variety of ways –verbal or written praise directly to pupils, written praise to parents, stickers, certificates, merits on Seemis, department tweets, class positive recognition boards and other means determined by departments.

Occasionally, and for a range of different reasons, young people struggle to manage their behaviour and consequences will therefore have to be issued. Consequences issued by departments may include restorative conversations, departmental detentions and out of class transfers. Pupils who are transferred out of class will, where possible, be transferred to other rooms within the department so that continued learning and support can be given. Occasionally, due to behaviours that are considered to be unsafe, pupils will be transferred out of the department and accommodated by SLT. We recognise the importance of early communication with parents\carers and we will inform you of ongoing concerns regarding your child's behaviour.

The vast majority of pupils display positive behaviour and it is stressed that an occasional transfer is seen by the school as an opportunity to support and not a reason to punish. It is important to note however, that more serious incidents could lead to exclusion from school.



The different stages of behaviour concerns are outlined below.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Issue/concern</b>	Pupil displays low level behaviour that goes against the school expectations of being Ready, Respectful and Safe.	Behaviour has escalated to a level of concern where it is appropriate for the pupil to be transferred out of their normal class to another class. This might be a junior pupil attending a senior class and vice versa. Transfers out of class may be unplanned during a lesson or could be on a planned basis following concern raised by the class teacher to the PT subject.	Serious breach of school expectations e.g. aggressive language or behaviour, dangerous behaviour, point blank refusal to have a level 2 transfer out to another class.
<b>Consequence</b>	Toolbox of strategies deployed by class teacher.  If a number of these have been used a Level 1 demerit will be issued.  A restorative conversation should take place with the teacher and pupil.	Transfer out of normal class to another class.  PT subject and class teacher hold restorative conversation with pupil (potentially at interval or lunchtime) and possibly lunchtime detentions will be issued.	Duty SLT call out made.  Pupil removed from department by member of SLT.
<b>Recording and communicating home</b>	Level 1 demerit issued by class teacher. These are monitored by the class teacher and subject department. The House team have the overview of these and 6 Level 1 incidents will trigger the House team contacting home and a lunchtime detention issued.	Level 2 demerit issued by class teacher and a text message sent home. Within a few days of the incident PT Guidance will contact parents to discuss. 6 Level 2 transfers over a school term will trigger a parental meeting with the House Team and other further consequences e.g. internal exclusions, report cards etc.	Level 3 demerit issued by class teacher. Phone call home by SLT on day of incident. Further consequence decided depending on each circumstance and individual pupil up to and including an exclusion from school.

