



FOREST SCHOOL

Behaviour Policy

Senior School

V3.3

Approved (Date):	19 September 2024
Next review (Date):	September 2025
Owner (Name, Title):	Deputy Head Pastoral
Classification:	Statutory
Comment:	

1	INTRODUCTION	3
2	PARENTS AND CARERS	6
3	THE FOREST CLASSROOM.....	6
4	RECOGNITION AND REWARDS	8
5	FOREST COMMUNITY ESCALATION AND ACCUMULATION PROCESS.....	9
6	THE FOREST CLASSROOM – ESCALATION PROCESS.....	14
7	ACADEMIC MALPRACTICE	16
8	HIGHER ORDER SANCTIONS.....	18
9	PERMANENT EXCLUSION	21
10	POLICE INVOLVEMENT and OTHER EXTERNAL AGENCIES	23
11	APPEALS	23

1 INTRODUCTION

1.1 This policy should be read in conjunction with:

School Rules

Safeguarding and Child Protection Policy (including Child-on Child Abuse)

RSHE Policy

Senior School Uniform Policy

Responsible User Agreement

Mobile Phone Expectations

Attendance and Punctuality Policy

Anti-Bullying Policy

Mental Health Policy

Teaching and Learning Policy

Searches, Contact and Reasonable Force Policy

Online Safety Policy

Entry Acceptance Form

1.2 This policy has regard for the non-statutory Behaviour in Schools advice for headteachers and school staff, September 2022 as well as non- statutory DFE guidance on suspension and permanent exclusions, August 2024. This policy is communicated and signposted to all staff. Headlines from this policy are also communicated to pupils during the personal development curriculum. Parents/Carers are signposted to this policy annually and it is readily available on the school's website. This policy relates to all behaviour inside and outside of the classroom including trips and activities beyond the white gates. Additional information regarding Uniform, Mobile Phones, Anti-Bullying etc can be found in the policies noted above. This Policy is reviewed annually, but if amendments need to be included during the academic year this would take place, and all stakeholders would be notified where and when applicable.

1.3 The Forest Community places the highest possible premium on three broad values which form the basis of Forest's Behaviour Policy:

- Respect for Self
- Respect for Others
- Respect for the School

1.4 We have the highest expectations of pupils at Forest and the pupils are acutely aware of these. We support pupils whilst holding them to account, the two are not mutually exclusive. We pride ourselves on relational practice and pupils are known, liked and valued. Forest's culture and school values are manifested through the behaviour of the whole community. Our School Values of Growth, Wellbeing, Learning, Hard Work, Diversity, Responsibility and Community are reflected in the Behaviour Policy and additional policies as noted above. At Forest we recognise the importance to be continually working to maintain high expectations of behaviour and we believe the work is never finished in supporting pupils with their personal development. To this end, we believe the paramount importance of pupils developing self-awareness and self-regulation to support their decision making in the moment. At Forest we believe behaviour is the responsibility of everyone and we understand the importance of the proactive and preventative work that schools can do to ensure high standards of supporting pupils with their personal development. Forest supports staff to ensure they collectively embody the school culture and role model the School values. Forest recognises that maintaining supportive relationships and ensuring a consistent approach to expectations of behaviour is of paramount importance in ensuring an inclusive and positive environment for all. At Forest establishing and maintaining excellent behaviour plays a critical role in ensuring the environment is safe for all. Forest responds robustly to abuse, and it will never be passed off as "banter". Please see the Safeguarding and Child Protection Policy for further information on Child-on Child abuse including staff responsibility for promoting a culture of positive behaviour in the statutory documentation Keeping Children Safe in Education, KCSIE (September 2024).

1.5 Forest School recognises that all behaviour happens within a context and pupils will make mistakes. Our Pastoral Foundations supports our daily practice where we look for underlying causes when a pattern of behaviour does not meet our expectations. Pupils are not defined or labelled by their behaviour. Pupils are held accountable for their behaviour choices, but this is also always partnered with ongoing support for their personal development. Growth is a vital part of education and something that underpins our response to behaviour which is age and stage appropriate. Pupils will be explicitly taught about intent vs impact with regard to their behavioural choices and this is integral to our personal development curriculum.

1.6 Senior Leadership and Middle Leaders must be highly visible to support both behaviour management and their colleagues. All staff (including non-teaching staff) are appropriately inducted in the School's behaviour management processes. This also includes continual professional development within the academic year. Forest has clear expectations of behaviour and this, interwoven with staff responsibility, enables relationships to be built based on positivity, consistency and mutual respect.

1.7 Forest School recognises its duties under the Equality Act 2010 and the Children and Families Act 2014 when dealing with behaviour incidents involving pupils who fall within the remit of these Acts when considering the context of a pupil's behaviour. Protected characteristics are key within the Behaviour Policy and we respond robustly to behaviour where these are impacted. Staff will always consider the context and motive of a pupil's behaviour and consider whether it raises concerns for the welfare of the pupil. If this is the case staff would follow the

processes outlined in the School's published Safeguarding and Child Protection Policy. The School will also consider whether any behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's Parents/Carers accordingly. If a pupil has experienced multiple exclusions and/or is at risk of being permanently excluded the School in most cases will contact external agencies such as Early Help as part of their duty of care and in line with KCSIE, 2024.

1.8 Corporal punishment is forbidden by law. A Forest Staff member is not allowed to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation. For information on physical restraint please refer to the Searches, Contact and Reasonable Force Policy.

1.9 Pupils with SEN and/or Disabilities We recognise the need for individual adjustments to be made for pupils with disabilities and/or additional learning needs to ensure all pupils can meet the School's expectations outlined in this policy. In the event of a behavioural incident Forest considers the context of support provided to the pupil, and whether this was appropriate to their learning need. This is discussed with the pupil, their Parents/Carers and core pastoral team members. Part of these discussions would explore likely triggers for misbehaviour. Support and interventions are considered to help the pupil self-regulate, as well as working with the pupil on de-escalation techniques. Any mitigations, support strategies or other outcomes are communicated to teachers via the Pupil Passport in line with the School's Learning Support Policy.

For some pupils an individual Behaviour Intervention Plan will be constructed. This incorporates an adaptation of the Behaviour Policy to acknowledge and support the needs of the pupil and to encourage the pupil to reflect on their behaviour choices and better regulate themselves. This enables us to mitigate sanctions where necessary and prioritise supporting the pupil with ongoing interventions. The School's responsibility is to make reasonable adjustments to recognise any Learning Need whilst still upholding the behavioural expectations of Forest School. These adjustments may be temporary depending on the individual case.

However, it is important to note that any serious action in or outside School which compromises the safety of member/s of the Forest Community including threatening, violent or harmful behaviour (including physical and verbal behaviours in person or online) may override a pupil's individual's Behaviour Intervention Plan and a sanction may be issued without mitigation. These adjustments may be temporary depending on the individual case. It is important to note that any action in or outside School which compromises the safety of member/s of the Forest Community including threatening, violent or harmful behaviour (including physical and verbal behaviours in person or online) may override previous adaptations to the Behaviour Policy in terms of the School issuing a sanction.

1.10 The way in which pupils relate to one another or present themselves online can have a significant impact on the culture of a School. Negative interactions can damage the School's

culture and can lead to members of the School community feeling unsafe. Online incidents occur both on and off School premises. Even though the online space differs in many ways, the same standards of behaviour are expected. In most cases, it is possible for any of the School's Behaviour Policy (and related sanction system) to be applied to online behaviour transgressions, including when they occur off site and/or outside of School hours. Online incidents (including cyber-bullying) are dealt with as a disciplinary matter, as well as invoking the School's Safeguarding and Child Protection Policy. Online behaviour incidents amongst young people most often occur outside the School day and beyond the School premises. Parents/Carers are responsible for this behaviour. However, often incidents that occur online will affect the School culture this and can affect members of the Forest community pupils, staff and Parents/Carers. The Responsible User Agreement, as well as this policy, clearly states our expectations of online behaviour. The responsibility for promoting and encouraging positive online behaviour must be the joint responsibility of the School with Parents/Carers.

1.11 Behaviour towards staff. We respond robustly to any unacceptable behaviour directed towards staff to ensure staff are always treated with respect in their place of work.

2 PARENTS AND CARERS

Parent/Carers have a vital role in supporting the School's Behaviour Policy and should be encouraged to role model the School values and expectations outlined in this policy at home as appropriate. By signing the Entry Acceptance Form, Parents/Carers authorise the Warden and staff, to whom the supervision of pupils has been delegated, to take and/or authorise, in good faith, all decisions that safeguard and promote the proper welfare and education of the pupil. In addition, by signing the Entry Acceptance Form Parents/Carers understand our behaviour expectations as outlined in this policy. This policy is the starting point for setting the culture of behaviour Forest expects. Alongside it we expect Parent/Carer support to ensure personal development is also explored at home. Where a Parent/Carer has a concern about the management of behaviour, they should raise this directly with the School whilst continuing to work in partnership.

3 THE FOREST CLASSROOM

3.1 A Forest education encourages the development of young people through learning. These values support Forest Learners to:

- Take responsibility
- Know where they are going
- Know how to get there

3.2 In the Forest classroom outstanding behaviour comes from pupils understanding their responsibilities as members of the Forest Community. These minimum expectations are outlined below, each an integral part of the Forest Learner:

3.3 Standard 1: RESPONSIBILITY FOR MY BEHAVIOUR

There are basic rules of conduct required of all pupils in every lesson.

As a Forest Learner I will:

- Show respect for the teacher and all others in the class.
- Arrive on time.
- Be dressed correctly according to the School's uniform policy.
- Ensure I am organised with the correct equipment.
- Arrive with homework complete.
- Respond to teachers' instructions first time.
- Work very hard for the duration of the lesson.
- Not disrupt the lesson in any way.
- Not eat, chew gum or drink (except cold water, though not in labs).
- Not talk or call out in a lesson whilst the teacher or another pupil is speaking.
- Only use my device, phone or headphones when it is the appropriate tool for a specific task and allowed by the teacher, and in line with the Responsible User Agreement.
- Ensure I enter and leave the learning space positively and respectfully.

3.4 Standard 2: RESPONSIBILITY FOR ENGAGING IN MY LEARNING

Full engagement in learning is required as soon as you enter the classroom.

As a Forest Learner I will:

- Recognise that the teacher leads the lesson but I am in the lead of my own learning.
- Start work immediately as instructed.
- Remind myself regularly of the purpose and importance of my learning.
- Ensure I am aware of the lesson's learning intentions.
- Demonstrate required self-discipline to develop good work habits.
- Understand that the habits of hard work need to be practised in every lesson.

3.5 Standard 3: RESPONSIBILITY FOR OTHERS' LEARNING

Learning with others in a Forest classroom brings with it responsibilities.

As a Forest Learner I will:

- Allow other pupils to make the best possible progress.
- Show respect for the learning process in the classroom.
- Show consideration and support to others throughout the lesson.
- Learn by listening to others.

- Actively contribute to the group's collective learning by offering views or asking questions.

3.6 Standard 4: RESPONSIBILITY FOR MY PROGRESS

Forest Learners adopt an active learning mindset to make best progress.

As a Forest Learner I will:

- Make the most of myself in the classroom.
- Become a better learner by developing specific transferable learning skills.
- Take on new challenges continuously.
- Be prepared to 'feel comfortable being temporarily uncomfortable' as I explore which skills and learning strategies to use.
- Understand that as a learner I am never defined by a grade, but by my progress - learning is life-long.
- Receive and act on feedback from my teachers.
- Understand that hard work is rewarding but does not necessarily offer its rewards easily or quickly.
- Know what successful progress requires of me in the lesson.
- Engage in the lesson as both an independent learner and a collaborative learner as required.

4 RECOGNITION AND REWARDS

4.1.1 Excellence is recognised most commonly with positive, verbal comments to a pupil from the teachers and pastoral staff who work closely with them in the form of personal conversations, progress reviews, and public recognition in front of other pupils.

4.1.2 Other forms of reward and recognition may include:

- written comments on pupil work.
- Commendations.
- School Colours.
- House Rewards and departmental rewards.
- acknowledgements from the Heads of Section, Deputy Head of Section, Deputy Heads, and the Warden.
- informing Parents/Carers of pupil's excellence via email or phone communication.
- achievements published on the School website or social media.
- promotion of pupils to positions of responsibility.
- academic and industry prizes awarded on Commemoration Day.
- signing the Warden's Scholarship Roll.

4.1.3 Excellence in all other specific areas (sport, music, dance and drama, for example) is publicly recognised and recorded in Assemblies. Tutors and Heads of House keep

detailed records of all of the above and ensure that these achievements are suitably noted in end-of-term reports, in School recommendations and references.

4.2 COMMENDATIONS

4.2.1 These are electronic entries on the School database. These can be issued by all members of staff and are awarded in line with the School values.

4.2.2 Pupils are awarded Commendation Badges commensurate with the number of Commendations they have accumulated: Bronze (20), Silver (40), Gold (60) and Platinum (80). Bronze and Silver badges will be issued by Heads of House. The Gold badge will be issued by the relevant Head of Section and the pupil will be credited with £2 on their School payment card. The Platinum Badge will be issued by the Warden and will be accompanied by a £10 book voucher. Parents/Carers will be able to see when Commendations are awarded via the Parent Portal.

4.3 ACADEMIC PRIZES

As part of our rewards structure, pupils in Y7-13 are awarded prizes in an annual prize giving ceremony held in Trinity Term. Prizes celebrate exceptional achievement across a wide range of areas. In Y7-11, prizes are awarded for academic achievement and the Forest Learner. In Y12-13, prizes are awarded by departments for excellence in curriculum areas. Across Y7-13 prizes are awarded for pupils who have excelled in the co-curricular. Although the nature of prizes is reviewed on an annual basis, many prizes are awarded as legacy bequests and bear the name of Old Foresters and institutions with a long-standing relationship with the School. In addition to recognising excellence, it is hoped that the prizes also connect current Forest pupils with the School's heritage and values.

4.4 OTHER REWARDS

High achievement in extra-curricular activities such as music, drama, art, sport, maths and science Olympiads etc. are rewarded with Half and Full School Colours, medals, cups, badges and certificates issued by organising bodies. Successful pupils will normally receive such recognition in Assemblies, even if the award has already been celebrated elsewhere.

5 FOREST COMMUNITY ESCALATION AND ACCUMULATION PROCESS

Number of sanctions accumulated	Sanction awarded
6 Lunchtime Reflections (accrued in one term)	Friday School Detention
6 Learning Reflections (from the same subject teacher for pupils in Y7 – 11)	Saturday Leadership Team Detention

6 Learning Reflections (for the same subject for pupils in Y12-13)	Saturday Leadership Team Detention
6 sanctions of any type	Head of House to call home
12 sanctions	Head of Section meeting with Parents/Carers
18 sanctions	Saturday Leadership Team Detention
24 sanctions	1-Day Internal Exclusion and Parent/Carer meeting with Deputy Head Pastoral and Head of Section.
30 sanctions	1-Day External Exclusion and letter to Parent/Carer from Deputy Head Pastoral and Head of Section.
36 sanctions	Determination Meeting with Warden

Number of sanctions accumulated	Sanction awarded
3 Friday School Detentions (accrued in one term)	Saturday Leadership Team Detention
3 Saturday Leadership Team Detentions (accrued in one year)	1-Day Temporary Exclusion
2 Temporary Exclusions	Warden's Meeting
3 Temporary Exclusions (whole School career)	Determination Meeting with the Warden

Please note:

- Lunchtime Reflections are reset termly but are still counted in the accumulation process.
- If a pupil misses a Lunchtime Reflection, they will receive an automatic Friday School Detention.
- Pupils can only receive one Internal Exclusion per academic year.
- Temporary Exclusions will carry over to the following academic year.
- There will be occasions (such as when pupils are on study leave or at the very end of term) when it is impractical for a pupil to sit a sanction. In these cases, the sanction will be served nominally and added to the pupil's record.

Attending sanctions takes precedence over other School commitments, such as rehearsals or fixtures. A sanction can be rearranged due to extenuating circumstances, and the pupil must contact the Pastoral Office in advance of the sanction date to arrange this.

If a pupil is dishonest in an investigation or discusses their sanctions in an inappropriate way with other pupils, this information will also be passed on to Parents/Carers.

5.1 SUPPORTING A PUPIL FOLLOWING A SANCTION

In line with Attachment Awareness and Trauma Informed practice it is important pupils have the opportunity to reflect on their decision making in the moment and are supported with this through a variety of strategies. This is achieved by helping pupils understand and develop self-awareness and self-regulation to support their choices. Staff support pupils with co-regulation and utilise de-escalation techniques in their practice to support a pupil behaviour. These conversations lie not just with the pupil's pastoral team, but also include Subject Teachers, Heads of Department and the Learning Support Department.

The following list is not exhaustive, but serves as a guide of what support may include:

- A targeted personal development discussion with the pupil; at times this could be of a coaching or mentoring style (from non-directive to directive).
- Restorative and mediated meetings between pupils and/or staff.
- Introduction of a peer mentor.
- Introduction to Place2Be or Place2Think.
- Signposting digital partners or online resources such as The Wellbeing Hub.
- A 'Team Around the Child Meeting' with key pastoral members including subject teachers.
- A meeting with pupils and Parent/Carers.
- External referrals and/or external signposting.

5.2 THE RESPONSIBILITY OF THE SUBJECT TEACHER

Responsibility for outstanding classroom management lies with the Subject Teacher. High expectations, stems from consistency, positive relationships, and mutual respect. Subject Teachers are encouraged and empowered to use a range of pro-active behaviour management strategies to uphold this policy and the standards of the Forest Classroom. All subject teachers have a responsibility to contribute and support pupil's personal development. A key part of this is expert teaching and learning as laid out in the Teaching and Learning Policy. Subject teachers are responsible for ensuring pupils with SEND or neurodiverse needs are met, by following the strategies outlined on the Pupil Passport before issuing a sanction. Pupils should not start a lesson with a sanction. If pupils' behaviour is repeatedly not meeting expectations and a Learning Reflection has been given, the subject teacher should contact the Head of House and Head of Section with full details and sanction moderation will occur. The examples below indicate what behaviour may activate a sanction must be served as a guide (this list is not exhaustive).

5.3 PROFESSIONAL CONVERSATION

5.3.1 The staff member should formally re-state expectations in line with the School values, and the Forest Classroom very clearly through a PROFESSIONAL CONVERSATION. This is an educational conversation that supports the pupil in their personal development and decision making. This might include the following type of behaviour (not exhaustive): lateness (first offence), incorrect uniform (first offence), running in the corridor, forgetting resources, missing deadlines, calling out, etc.

5.3.2 The staff member may decide to have this Professional Conversation at the time, or at some other planned time. It is expected that most behaviour discussed will not be repeated further. It is important the staff member highlights that a professional conversation took place to make it explicitly clear to the pupil and they understand their responsibilities for their actions and choices.

5.3.3 WHO DEALS WITH IT: All members of the Forest Community including teaching and non-teaching staff should conduct professional conversations.

5.4 LUNCHTIME REFLECTION

5.4.1 The next stage applies to behaviour that is not commensurate with our high expectations and School values. This could include a pupil who has not adapted their behaviour following an initial Professional Conversation. A Professional Conversation does not always have to be communicated before issuing a Lunchtime Reflection.

5.4.2 Teachers are encouraged to issue Lunchtime Reflections when necessary. Reasons may include (not exhaustive): continued failure to follow instructions; continued failure to complete satisfactory work; repeated disruption of others' learning in the classroom, repeated incorrect uniform, repeated lateness etc.

5.4.3 Such repeated behaviour should now result in the issuing of a Lunchtime Reflection via the schools centralised database (this should be set during working hours). Subject Teachers are asked to state briefly the reason for the Lunchtime Reflection and ensure it is stated that a Professional Conversation had already taken place.

5.4.4 Pupils complete a written reflection during lunchtime with set questions to support their personal development.

5.4.5 The Lunchtime Reflections will generate an automatic e-mail notification to the pupil, the Tutor and relevant Heads of House. Parents/Carers will be able to track Lunchtime Reflection via the Parent Portal.

5.4.6 WHO DEALS WITH IT: Subject Teacher.

5.4.7 WHO IS INFORMED: Tutor, Head of House, Parent/Carer.

5.5 DEPARTMENTAL INTERVENTION (Individual Behaviour)

5.5.1 In certain cases, a Subject Teacher may feel that the behaviour of an individual pupil is beyond the Lunchtime Reflection threshold. In such cases, the Subject Teacher should discuss the behaviour with the relevant Head of Department, who is responsible for the teaching and learning in that particular subject.

- 5.5.2 The Head of Department will in turn discuss the matter with the relevant Head of House (who is responsible for the overall progress of the pupil).
- 5.5.3 Together, the two Middle Leaders will agree upon the way forward best suited for that pupil in line with the Behaviour Policy. In most cases the Head of House will arrange to see the pupil (and communicate with Parents/Carers). Meanwhile, the Head of Department will feedback to the Subject Teacher and provide support/guidance, as required.
- 5.5.4 WHO DEALS WITH IT: Subject Teacher, Head of Department, Head of House.
- 5.5.5 WHO IS INFORMED: Tutor, Head of Section.

5.6 DEPARTMENTAL INTERVENTION (Group Behaviour)

- 5.6.1 On rare occasions, when a number of individuals are misbehaving or the behaviour of a large number of pupils falls below expectations in a lesson, the Subject Teacher should seek immediate departmental support. It is not effective to issue class/large number of sanctions.
- 5.6.2 After the lesson, the Subject Teacher should meet with the Head of Department to discuss the lesson. The Head of Department should provide support by arranging to meet the pupils involved in any poor behaviour. It is important that the Subject Teacher also attends this meeting. Expectations should be very clearly re-set and pupils informed that individual sanctions will be awarded if poor behaviour is repeated. The Head of Department will liaise closely with the pastoral team members who will contact Parents/Carers.
- 5.6.3 WHO DEALS WITH IT: Subject Teacher, Head of Department, Head of Section.
- 5.6.4 WHO IS INFORMED: Tutor, Head of House, Head of Section, Parent/Carer.

5.7 DEPARTMENTAL INTERVENTION

- 5.7.1 The role of the Head of Department is to ensure that the atmosphere in their subject classrooms is conducive to expert teaching and learning and that the expectations of the Forest Classroom are consistently applied. Heads of Department will provide guidance and support to their Subject Teachers in establishing this. In support, the Deputy Head Academic's Office will provide regular updates to Heads of Department.

5.8 FRIDAY SCHOOL DETENTION

- 5.8.1 A Friday School Detention demonstrates a pupil is unwilling to adapt or change their behaviour in School, or that an individual incident of misconduct is serious in itself. Behaviour can be escalated to a Friday School Detention in line with our sanction

moderation process. The Head of House will want to explore possible reasons for this behaviour. If the Friday School Detention is implemented as a result of behaviour in a lesson, the Head of Department and Subject Teacher will be informed.

- 5.8.2 The Friday School Detention takes place on Friday afternoon from 4.00pm – 5.00pm. An email or phone call from the School office will provide Parents/Carers with at least 24 hours' notice. The Heads of House are the 'gatekeepers' for this sanction, taking a fully holistic view, and are therefore responsible for ongoing interventions, monitoring and support for pupils in their House.
- 5.8.3 If a pupil does not attend a Friday School Detention and there are no extenuating circumstances, they will receive a Saturday Leadership Detention.
- 5.8.4 WHO DEALS WITH IT: Head of House.
- 5.8.5 WHO IS INFORMED: Tutor, Head of Section, Parents/Carers. Subject Teacher and Head of Department, if the Friday School Detention is implemented as a result of behaviour in a lesson.

6 THE FOREST CLASSROOM – ESCALATION PROCESS

6.1 LOWER SCHOOL AND MIDDLE SCHOOL

- 6.1.1 If a pupil receives **3 Learning Reflections** from a subject teacher, the Head of Department will discuss formally with the member of staff and offer support. The Head of Department should contact the relevant Head of House to obtain more information.
- 6.1.2 If an individual pupil accrues **6 Learning Reflections** from an individual Subject Teacher, the Head of Section and or the Deputy Head of Section (Academic) will implement the Saturday Leadership Detention having informed the Head of Department, the Head of House and the Subject Teacher.
- 6.1.3 If any individual receives **9 sanctions** from the same teacher in an academic year, the Deputy Head Academic will meet with the Head of Section to discuss options.

6.2 SIXTH FORM

- 6.2.1 If an individual receives **3 Learning Reflections** in the subject (across different teachers), the Head of Department will discuss this informally with the members of staff and offer support. The Head of Department will contact the relevant Head of House to attain more information.
- 6.2.2 If an individual pupil receives **6 Learning Reflections** from a subject (across different teachers) the Head of Section and or the Deputy Head of Section (Academic) will

implement the Saturday Leadership Detention having informed the Head of Department, the Head of House and the Subject Teacher.

6.2.3 If any individual receives 9 **sanctions** from the same subject in an academic year (across different teachers) the Deputy Head Academic will meet with the Head of Section to discuss options.

6.2.4 WHO DEALS WITH IT: Deputy Head of Section (Academic) and Head of Section, Subject Teacher, Head of Department, Deputy Head Academic (9 sanctions).

6.2.5 WHO IS INFORMED: Subject Teacher, Head of Department, Tutor, Head of House and Parents/Carers.

6.3 WORK REPORT

6.3.1 The Head of House may decide to place an individual pupil on Work Report to monitor progress. If this is the case, clear targets will be set and these will be reviewed. Parents/Carers will also be asked to review this with their child and sign the Report. A Work Report is not a long-term intervention and is usually a short-term measure.

6.3.2 WHO DEALS WITH IT: Head of House.

6.3.3 WHO IS INFORMED: Tutor, Head of Section, Subject Teachers, Parent/Carer.

6.4 INTERVENTION AND SUPPORT (ACADEMIC)

6.4.1 The Head of Section and or Deputy Head of Section (Academic) may decide to place a pupil in a Saturday Work Catch-up. This is not a sanction. It is a supportive measure reserved for pupils in examination years and those in danger of not meeting specified deadlines (in two or more subjects). The Catch-up is served during Saturday mornings when a Saturday Leadership Team Detention takes place. The Saturday Work Catch-up is discussed between Heads of Department, Deputy Head of Section (Academic) and Heads of House but must be ratified by the Head of Section.

6.4.2 WHO DEALS WITH IT: Head of House and Head of Department.

6.4.3 WHO IS INFORMED: Tutor, Head of Section (ratification), Parent/Carer.

6.5 IMMEDIATE REMOVAL

6.5.1 In exceptional cases, a Subject Teacher may decide, as a last resort after implementing behaviour management strategies, that a pupil should be removed from their lesson. This should only be actioned in response to a serious concern about the welfare of the individual pupil or the other pupils in the class, or if the behaviour of the individual pupil is **unsafe** and/or causes **significant** disruption to the lesson that cannot be addressed by the normal implementation of the

Behaviour Policy or The Forest Teacher. Other examples might include repeated defiance, or significant disrespect to staff such as not responding to staff members instructions repeatedly. It should only be actioned when necessary and once other published behaviour strategies have been considered/tried. In this case, the subject teacher should contact the School Office immediately via e-mail, naming the pupil(s), year group and classroom in the subject field. The School Office will contact the Pastoral Office straightaway. The Deputy Head Pastoral or the Head of Section will collect the pupil from the lesson and decide on an appropriate sanction. If the Deputy Head Pastoral or the Head of Section is not available another member of the Senior Leadership Team would support.

This scenario differs from that in which a pupil is asked to step outside the classroom briefly for a conversation with the staff member and is asked to return following this conversation.

A reintegration process is considered when a pupil is removed from a learning environment. Usually this occurs before the pupil returns to that environment. This may consist of a meeting between the pupil and the Subject Teacher with a member of the pastoral team present to support both parties and to act as a mediator, if required.

6.5.2 WHO DEALS WITH IT: Deputy Head Pastoral and or Head of Section.

6.5.3 WHO IS INFORMED: Tutor, Subject Teacher, Head of Department, Head of House, Head of Section, Parent/Carer.

7 ACADEMIC MALPRACTICE

7.1 WHAT IS ACADEMIC MALPRACTICE?

7.1.1 Academic malpractice refers to any behaviour or action that violates academic integrity or ethics. This includes plagiarism, contravening examination regulations, and misuse of academic resources, including published academic material (books, journal articles, essays), the internet and Artificial Intelligence misuse (usually through generative applications such as Microsoft Co-Pilot, Chat GPT, Claude, Jenni AI, Jasper AI, and Gemini). Pupils carrying out Academic Malpractice usually receive a higher order sanction. Academic Malpractice can occur in any setting, whether that is an examination hall, a classroom or at home.

7.1.2 Plagiarism is a form of academic malpractice. It involves the act of using someone else's work or ideas without giving proper credit to the original source. It includes copying text, ideas, or concepts from published or unpublished works, including online sources, and presenting them as one's own. Plagiarism can potentially occur in any context, whether that is the classroom, at home or in the examination hall. Plagiarism can result in severe penalties, including higher order sanctions.

7.1.3 Contravening examination regulations refers to any violation of the rules and regulations set forth by an institution regarding academic assessments. This can include cheating, collusion, impersonation, or using unauthorised materials during exams. Furthermore, being in possession of a restricted item in an examination hall (for example, a mobile phone, smartwatch or non-permitted tool like a calculator), even if there was no intent to use the restricted item, is considered malpractice and is dealt with seriously. Contravening examination regulations is considered academic malpractice and can result in both internal and external disciplinary action, including higher order sanction, cases for determination, cancellation of exam results or suspension from all examining boards. As an Examining Centre regulated by the Joint Council for Qualifications (JCQ), Forest School is bound by JCQ regulations relating to examinations which set out clear policy and procedure regarding malpractice in examinations and Non-Examined Assessment (Coursework).

7.1.4 Misuse of academic resources, including AI Chatbots and Chat GPT, refers to using these resources for purposes other than researching ideas and clarifying concepts and understanding in preliminary academic work. This includes using them for personal gain, such as writing essays or completing assignments on behalf of someone else or for yourself or using them to manipulate academic performance. Use of an Artificial Intelligence tool at any stage in work must be credited and acknowledged. Misuse of academic resources is considered academic malpractice and can result in a higher order sanction.

7.2 THE PROCESS FOR INVESTIGATING ACADEMIC MALPRACTICE

7.2.1 Academic Malpractice, when suspected, will normally always be initially investigated by the subject teacher working collaboratively with the Head of Department, Head of House, and Tutor. More serious cases of Academic Malpractice which might involve malpractice in Non-Examined Assessments (Coursework) or Internal (Mock, Trial and End of Year) and External Examinations will usually be escalated to the Deputy Head of Section Academic and may well involve the Deputy Head Academic and the Head of Section. The most serious cases of Malpractice may be escalated to the Warden as the Head of Forest as an examination centre.

7.2.2 If a form of Academic Malpractice is found to have occurred, the sanction will normally be of a higher order (see Section 10).

7.2.3 The context of the Academic Malpractice will always be considered, and educational advice and guidance will always be provided to the individual in the case of Academic Malpractice to ensure that this does not occur again or in a potentially higher stakes setting (such as an external examination).

7.3 SERIOUS CASES OF ACADEMIC MALPRACTICE

Serious cases of Academic Malpractice (e.g. where Academic Malpractice has contravened JCQ Regulations) are likely to trigger a recommendation to permanently exclude a pupil. The most serious cases of Academic Malpractice have the possibility of involving several

of the offences set out in Sections 10 and 11 as the threshold for Temporary or Permanent Exclusion.

7.4 MITIGATION OF INSTANCES OF ACADEMIC MALPRACTICE

As an academic organisation which sees the protection of academic integrity as an intrinsic part of developing a culture and mindset of academic excellence and growth, Forest is committed to ensuring that all pupils have a firm understanding of how to avoid Academic Malpractice. The pitfalls of Academic Malpractice in all its forms are made explicit to Forest pupils from the beginning of their time in the School. Advice and guidance for how to avoid Academic Malpractice whilst also benefitting from the benefits of access to academic resources (including the internet, published material and Artificial Intelligence applications) is modelled consistently throughout a Forest pupil's education.

8 HIGHER ORDER SANCTIONS

These sanctions will be used to address unacceptable behaviour and escalation in the context of both the Forest Classroom and The Forest Community (this also includes outside School premises to such an extent as is reasonable). Higher order sanctions will consider (if applicable) previous and ongoing support when deciding the appropriate sanction and next steps.

It is important to note that most incidents will have a wider context and not all behaviours are listed below but sanction moderation in conjunction with this policy will allow a thorough and fair process of deciding upon sanction levels. Sanction moderation is conducted in a range of cases, particularly when behaviour reaches higher order sanction territory. This usually includes the Head of Section and the Deputy Head Pastoral this can also include Middle Leaders such as Heads of House and Deputy Head of Sections. The sanction moderation process can also occur across sections to also ensure age and stage appropriate decisions are made.

8.1 SATURDAY LEADERSHIP TEAM DETENTION

8.1.1 A very serious breach of discipline may result in a Saturday Leadership Team Detention which takes place on a Saturday morning for three hours supervised by members of the Senior Leadership Team. Recommendations for Saturday Leadership Team Detentions will normally come to the Heads of Section and from Heads of House, although some may also come from Heads of Department (i.e. if a pupil accrues 6 sanctions from the same teacher).

8.1.2 A failure to attend a Saturday Leadership Team Detention without extenuating circumstances in most cases would result in an Internal Exclusion.

8.1.3 WHO DEALS WITH IT: Head of Section or Deputy Head of Section.

8.1.4 WHO IS INFORMED: Tutor, Head of House, Parents/Carers.

8.2 INTERNAL EXCLUSION

8.2.1 The Heads of Section and/or Deputy Head Pastoral may internally exclude a pupil for a one-day period for serious offences that are deemed to fall between the thresholds of Leadership Team Detention and Temporary Exclusion. A pupil can only serve one Internal Exclusion in an academic year. If the pupil places themselves in this territory again in a School year, a more serious sanction would be applied.

8.2.2 In most circumstances an internal exclusion will be communicated to the Parent/Carer via telephone or during a face-to-face meeting. A formal letter will then follow.

8.2.3 THE ROLE OF THE HEADS OF SECTION:

- To support Subject Teachers, Heads of Department, Tutors, Heads of House, as necessary and appropriate.
- To give advice and guidance to Heads of House.
- To issue Leadership Team Detentions, Internal Exclusions and, at times, Temporary Exclusions.
- Communicate with parents/carers.
- Work closely with the Deputy Head Pastoral whenever a pupil is not responding to formal sanctions, outlined above, or has committed an offence requiring Temporary Exclusion or possibly Permanent Exclusion.

**This also pertains to the Deputy Head of Section (Behaviour and Safeguarding)*

8.2.4 WHO DEALS WITH IT: Head of Section and Deputy Head Pastoral.

8.2.5 WHO IS INFORMED: Tutor, Head of House, Parent/Carer.

8.2.6 The following behaviours will likely warrant a Leadership Detention or Internal Exclusion (the list is not exhaustive but serves as a guide):

- Physical behaviour .
- Harmful, inappropriate and/or offensive language and behaviours.
- Repeated defiance or defiance that is considered disrespectful to a member of staff.
- Repeated and disrupted behaviour.
- Vaping or smoking.
- Plagiarism & AI Chatbots.
- Exam malpractice.
- Truancy.
- Vandalism.

8.3 TEMPORARY EXCLUSION

8.3.1 The Deputy Head Pastoral, working alongside the Head of Section, may temporarily exclude a pupil, usually for a one, two or three-day period, for serious offences or a

complete failure to or persistent breaching of School Rules and normal sanctions. Any individual pupil who accrues a third Temporary Exclusion during their time at Forest will in most cases, attend a Determination Meeting with the Warden and may be subject to Permanent Exclusion. However, that does not preclude a Determination Meeting happening prior to a third Temporary Exclusion if the Warden decides it is necessary.

- 8.3.2 The process leading to Temporary Exclusion is as follows: Heads of Section and or Deputy Head Pastoral will normally carry out a detailed investigation and assemble the facts. The investigation will involve taking verbal and/or written evidence from pupils, staff and others, where appropriate and gathering all the evidence; recording in note form the interview with the pupil concerned to establish their version of events. It may be necessary at times to isolate pupils whilst the investigation is taking place.
- 8.3.3 The Deputy Head Pastoral and the Head of Section will decide on the appropriate sanction and the length of any Temporary Exclusion. The Warden will be informed.
- 8.3.4 The following offences are likely to warrant Temporary Exclusion (the list is not exhaustive but serves as a guide):
- Being in possession of, consuming and/or being under the influence of alcohol in School and/or when representing the School on a trip or visit.
 - Threatening behaviour or language (including staff)*.
 - Child-on-Child Abuse including harmful online behaviour (cyber-bullying) towards another member of the community (including posting and responding to comments).
 - Bringing the School into disrepute (including impacting on the School culture or values).
 - Gross and improper use of School resources.
 - Persistent disruption and or defiance.
 - Persistent truancy.
 - Unsafe and or harmful behaviour and language to others (including staff)*.
 - Any form of repeated serious misbehaviour.
 - Theft*.
 - Committing a criminal act (as defined by an action that could be pursued by the Police) or any serious misconduct (in the School's view) may lead to temporary or permanent exclusion.

*In the most severe cases, these offences could also lead to Permanent Exclusion.

8.3.5 In most cases a Temporary Exclusion will be communicated to Parents/Carers via telephone or through a face-to-face meeting. Formal written communication will then follow.

8.3.6 THE ROLE OF THE DEPUTY HEAD PASTORAL

- To work closely with any colleague, as necessary and appropriate.
- To give advice and become involved with disciplinary matters which are long standing and/or serious.

- To temporarily exclude a pupil, which will be communicated to the Warden.
- To oversee communication with Parents/Carers in relation to sanctions.
- To take a central role in any matter which may result in Permanent Exclusion.
- Decide whether the seriousness of the behaviour should trigger a Determination Meeting and would communicate with the Warden for further discussion.

8.3.7 WHO DEALS WITH IT: Deputy Head Pastoral and Head of Section.

8.3.8 WHO IS INFORMED: Senior School staff, Parents/Carers.

8.3.9 Once a pupil has returned from a Temporary Exclusion, a re-admission meeting will be conducted with their Head of Section and/or Deputy Head Pastoral (and possibly the Head of House). This meeting supports pupils with their personal development providing strategies to support them with their behaviour choices.

9 PERMANENT EXCLUSION

9.1 The following offences are likely to trigger a recommendation to permanently exclude a pupil (the list is not exhaustive but serves as a guide):

- Involvement with, supplying or buying drugs or other prohibited substances. (Please refer to Substance Education and Management Policy).
- Theft*.
- Violent and/ or Threatening Behaviour*.
- Repeated Temporary Exclusions.
- Behaviour which threatens the safety of others including harmful behaviour (online).
- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).
- Breach of behavioural or attendance contract.
- Breach of Parent/Carer Acceptance Form by Parent/Carers.
- Malicious allegations, harmful or inappropriate comments against staff.
- Having run the full gamut of School sanctions.
- Misconduct which brings or is likely to bring the School into disrepute therefore, harmfully impacting on the culture and values of the School community.
- Serious exam malpractice.
- Committing a criminal act (as defined by an action that could be pursued by the Police) or any serious misconduct (in the School's view) may lead to Temporary or Permanent Exclusion.

** Forest School will consider all aspects of the case, on a case-by-case basis. The context of the case will be taken into account, degree of remorse shown and/or remedial measures taken, damage to the School community and motives. It should also be noted that permanent exclusion may be imposed after a first*

offence and that the offences considered under this policy may have taken place on or off the School premises including inside or outside of term time.

- 9.2 The process leading to Permanent Exclusion is as follows: the Deputy Head Pastoral and relevant Head of Section will carry out a detailed investigation to assemble the facts. The investigation will involve obtaining evidence from pupils, staff and others, where appropriate, and ascertaining the version of events from the pupil under investigation. There will be a written record of all meetings. Once sufficient factual information has been obtained, the Parents/Carers of the pupil will be informed that an investigation is taking place and the nature of the alleged offence. This may involve involving the Designated Safeguarding Lead if the incident meets the Safeguarding threshold.
- 9.3 At this stage the Deputy Head Pastoral and Head of Section will involve the Warden fully, who will reach a decision about next steps. The Warden may decide to seek advice from external agencies including Local Authority Designated Officer and/or separate legal advice. If the Warden believes that Permanent Exclusion is a possibility, they will ask the Parents/Carers and the pupil to attend a Determination Meeting (a meeting to determine the pupil's future at Forest) to be held in most cases within 10 working days of the request being made, unless otherwise communicated. At this stage, the pupil will be sent home from School and will not be permitted to attend School until they have attended the Determination Meeting with their Parents/Carers. This is not a sanction in itself but is necessary to enable further investigation and for all information to be gathered. At times this is often a protective safeguarding measure as well. The Deputy Head Pastoral or the Head of Section will 'check-in' with the pupil via email or a phone call whilst a Determination Meeting is pending.
- 9.4 The Determination Meeting will be chaired by the Warden and attended by the Deputy Head Pastoral and relevant Head of Section. The pupil (with their Parents/Carers) should attend the Determination Meeting in full School uniform. At the Determination Meeting, the Warden will explain very clearly, the rationale and structure of the meeting. The Warden will want to hear the established version of events. Thereafter, the Warden will make reference to relevant policies and will want to hear submissions from the pupil and the Parents/Carers. No final decision will be taken at the meeting.
- 9.5 The Warden will communicate their final decision to the Parents/Carers normally within 24 hours of the meeting, unless otherwise communicated. If the Warden decides to permanently exclude the pupil, they will inform the Chair of Governors.
- 9.6 If the Parents/Carers wish to appeal they should refer to the Appeal against Exclusion Procedure located on the website.
- 9.7 The relevant Local Authority will be informed if a decision to permanently exclude a pupil is made.
- 9.8 WHO DEALS WITH IT: The Warden, Head of Section and Deputy Head Pastoral.

9.9 WHO IS INFORMED: All staff.

10 POLICE INVOLVEMENT and OTHER EXTERNAL AGENCIES

- 10.1 Depending on the behaviour there may be incidents where the School is required to make a referral to the Police and or other external agencies. The School will follow the guidance in KCSIE 2024 and Working Together to Safeguard Children. In line with guidance received from the Police, regardless of how the Police become involved (witnessed, informed in advance, Parent/Carer contact, pupil contact or School contact) the School will operate its own policies and procedures outside of the Police investigation, unless informed specifically not to, by the Police.
- 10.2 The School will investigate in accordance with the School Rules and policies, and make its own judgement, leaving the Police to investigate any criminal act.
- 10.3 The School may seek to sanction, Temporary Exclude or Permanently Exclude a pupil(s) for breaches, in line with the School's standards set out above.
- 10.4 In such cases, the School will work closely and in liaison with the Police regarding Safeguarding matters.
- 10.5 The School may seek advice from the Police at any time.
- 10.6 The Designated Safeguarding Lead will support on cases if required and depending on the specific incident/case details.

11 APPEALS

- 11.1 Parents and Carers of any pupil permanently excluded by the Warden would be informed of their right of appeal to the School Governors according to the Appeal against Exclusion Procedure, a copy of which is available on the website.
- 11.2 Forest School is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the Equality Act (2010). Further details are available in the School's Equal Opportunity Policy.