

THE FORGE

TRUST



THE PYTHON HILL ACADEMY
LABOR OMNIA VINCIT

Behaviour Policy

Written by	A Stirland
Date for Review	September 2025
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	The Python Hill Behaviour System
8	Record Keeping
9	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
Appendix 5	The Python Hill Behaviour Record 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 (Jamie McIntyre)
- 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 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 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.

The Principal 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 constrictive, 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;
- Only consume food and drink in dining halls, except water in classrooms;
- 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;
- 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 and with each teachers individual reward idea (i.e. marbles in jar etc).

Teachers and pupils also choose a 'Star of the Week,' 'Writer of the week,' 'Reader of the week' and 'Mathematician of the week' every week. If a child receives this award, they will receive a certificate in the 'Super Star Assembly'.

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

1. Timor House
2. Myanmar House
3. Curtis House
4. Calabar House

These houses are used for Sports day.

The children will be awarded a value's token each time they reach the rocket or the star. These tokens accumulate over the course of each half term. In the final assembly every half term, children are chosen from each class box and choose a prize.

Pupils can be awarded individual class rewards for:

- A quality piece of work
- 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
- 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'
- Regular reading/learning spellings at home
- Showing good sportsmanship

Pupils can be moved to the rocket and the star on the Values Chart for:

- A quality piece of work that exceeds teacher's expectations
- Improvements in behaviour and attitude over a period of time
- Showing initiative, e.g. to look after the classroom
- Accelerated progress in test results over a short period of time
- Extra effort, e.g. academy work, home learning
- Reading at home 5 days per week
- Working exceptionally well as part of a group (not necessarily leading the group)
- Promoting good sportsmanship
- Working hard to meet individual targets

This is not intended to be an exhaustive list.

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 Trusts expectations. Unacceptable behaviour includes the following:

- Talking in class during times of silence
- Inappropriate comments and remarks
- Rudeness
- Poor manners
- Inappropriate language
- Disruption of learning to others
- Failure to complete home learning
- Persistent infringement on uniform rules
- Damage to property
- Running along corridors

Sanctions are in stages: -

1. A child will initially be given a non-verbal warning
2. If their inappropriate behaviour persists a verbal warning will be issued
3. Then the child will be moved down on the Values chart to the asteroid (KS2) or (orange (FS/KS1) – This means they will be moved within the classroom to work alone, miss part of playtime or lunchtime or receive some other minor sanction the teachers feels suitable
4. Next the child will be moved onto the black hole (KS2) or the red (FS/KS1) on the chart – This means the child will be sent to a paired class (with work) for a period of no more than 15 minutes.

The child will be spoken to by the partner teacher and then sent to a quiet place in the classroom to calm down and contemplate their behaviour for up to 15 minutes.

5. If on returning to the class, their behaviour for learning does not improve then the child will be sent to either the Principal/Vice Principal or a member of the Senior Leadership Team and the class teacher will make contact or meet with the child's parents
6. 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, Pastoral Leader the class teacher and the parents

7. 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
8. Persistence with the unacceptable behaviour (even with outside agency involvement) will result in the most appropriate sanction, e.g. Internal or Fixed Term Exclusion
9. 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

If a child's behaviour is of a serious nature they can be moved straight to red/black hole and sent to the Principal or a member SLT. Examples of this behaviour are:

- Deliberate physical assault on a teacher or pupil
- Deliberate destruction of others people's property
- Swearing
- fighting

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.

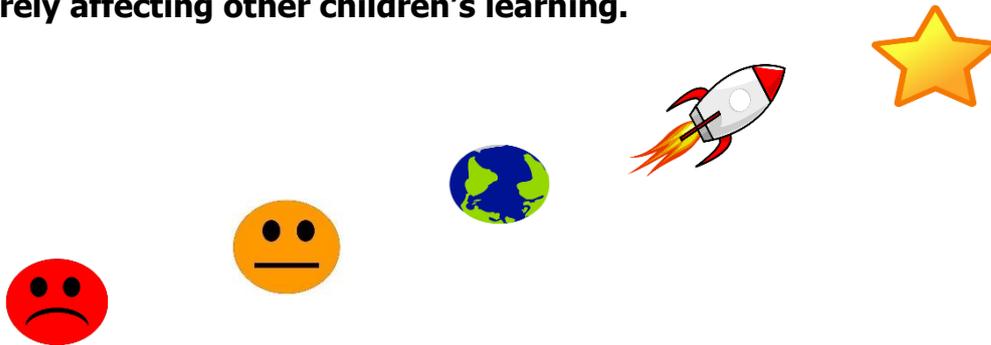
7. The Python Hill Academy Values Chart

Each classroom has a Forge values chart complete with the Forge values displayed in their classrooms.

- The children will begin on the Earth at the start of the day.

The children can be moved up to the rocket for displaying exceptional examples of behaviour for learning or our school values and then on to the star.

If a child makes the wrong choices they will be moved down the chart onto the asteroid/orange and then to the black hole/red. **The black hole should only be used as a last resort when a child is not adhering to the values or if it is severely affecting other children's learning.**



The values system is designed for children to be able to move up and down the chart. For children that get on orange or red they then have the opportunity to change their behaviour for learning and move back up the chart through the course of the day.

At the end of the day...

If a child is on the rocket or the star, they will be given a value token to put in the class box.

When a child has been on the star five times in a half term, they will receive a star badge in the 'Superstar Assembly' to wear on their school uniform.

For children ending the day on orange or red it is imperative that their behaviour is recorded (Appendix 5) but they must know that the next day is a fresh start for them.

4. RECORD KEEPING

All incidents where children move to red (behaviour, homophobic, 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.

Each day, class teachers will record any children that have reached the rocket, star, orange face or red face on Appendix 5. Class teachers are responsible for keeping the sheet up to date and reporting to the Principal or Vice Principal if children have been on red 3 times within a half term or have been on the star 5 times in a half term.

5. 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.

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 at 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 2016-2017
 The Forge Trust Agreement



Aim: 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 has had breakfast; • send my child appropriately dressed in school uniform; • make sure my child has the appropriate equipment each day, including PE kit. 	<ul style="list-style-type: none"> • Ensure children wear school uniform; • 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 your 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 97% attendance; • ensure my child is collected promptly at the end of the school day (where appropriate); • have regard for the safety of others, including gaining safety away from the 20 day lines. 	<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; • flag 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"> • Show my child that I am interested in them and 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, welcoming and valuing views and opinions; • hold parents' evenings; • 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.
Reading	<ul style="list-style-type: none"> • Listen to my child read weekly and fill in their reading journals. 	<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- 14 children. 	<ul style="list-style-type: none"> • select books to read that I am interested in, and read weekly.

The FORGE Trust Pupil/Parent Guarantee 2016-2017
 The Forge Trust 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; • after receiving information, support and exercise choice on behalf of my child; • when opportunities arise, be engaged in my child's learning and development; • make time for reading for enjoyment, talking to my child about what they have been doing at school, helping them with their homework or discussing subjects with them. 	<ul style="list-style-type: none"> • frequently review our achievements to ensure that every child makes the maximum progress they can, particularly in literacy and numeracy; • 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 in school is good as well as safety procedures; • 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 maths; • 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 career; • aspire to achieve my 'dream' and understand the steps I must take to do this.
Behaviour & Safety	<ul style="list-style-type: none"> • support the school's code of conduct for behaviour; • follow school rules at all times. 	<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 Child Protection Policy. 	<ul style="list-style-type: none"> • behave well inside and outside of school; • look after the school and its surroundings.
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 _____ Class Teacher _____

Home



Agreement

Academy





Date of Incident: _____ Time of Incident: _____

Details of the pupils involved:

Names	Year Group	Gender

 Type of Incident:
(please tick)

Verbal Abuse of Peers	<input type="checkbox"/>	Verbal Abuse of Staff	<input type="checkbox"/>
Physical Abuse of Peers	<input type="checkbox"/>	Physical Abuse of Staff	<input type="checkbox"/>
Persistent misbehaviour	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
Disruption of Lesson	<input type="checkbox"/>		

Summary of the incident:



Circumstances Leading Up to Actual Incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

APPENDIX 4 - The Forge Trust Racial Incident Forms



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	<input type="checkbox"/>	Personal possessions taken/damaged	<input type="checkbox"/>
Isolation/Being ignored	<input type="checkbox"/>	Forced into something against their will	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Written	<input type="checkbox"/>
Verbal (name-calling, taunting, mocking)	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Circumstances Leading Up to Actual Incident:



Summary of the incident:

Action Taken:

Form completed by:

Date:

Any Further Action Taken:

APPENDIX 5 - The Python Hill Academy Behaviour Recording Form

Teacher:

Class:

Half Term: A1, A2, Sp1, Sp2, Su1, Su2

Each day, fill in the chart with a date that the child has reached each stage.

Child's Name	Red	Orange	Rocket	Star