

## Behaviour Policy

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### Introduction

*Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Good behaviour is a necessary condition for effective teaching to take place. (DfE 2014)*

Students flourish in a school culture which recognises and responds to diverse needs and applies rewards and sanctions fairly and consistently.

Society expects good behaviour as an important outcome of the educational process. We believe that school plays a fundamental role in modelling and developing people so that they can make a positive contribution to society. At Fortismere we know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour.

Students bring to school a wide variety of behaviour patterns based on differences in home values and attitudes. At Fortismere we will work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

We, the students, staff, parents and governors of Fortismere believe that good teaching and good behaviour enables all of us to achieve our full potential. We achieve this by developing a positive partnership between home and school and by making our expectations clear to everyone at Fortismere. We believe that poor behaviour in school affects learning and can affect the well-being of all. This policy statement applies to the whole Fortismere community. It establishes the principles that underpin good behaviour and provides guidelines as to how good standards of behaviour will be maintained.

- The quality of learning, teaching and behaviour in schools are inseparable issues, and the responsibility of all staff
- Students should have their positive attitudes, effort and exceptional performance recognised through an effective rewards system
- Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach
- Parents and carers, pupils and teachers all need to operate in a culture of mutual regard

The development of this policy has been informed by key documents including *Behaviour and discipline in schools; advice for headteachers and school staff. DfE 2016*. This policy should be read in conjunction with the school Restraint policy, Anti-Bullying policy, Safeguarding policy & Child Protection procedures and the Equality Act (2010).

### Aims:

This policy aims to:

- Outline the Rewards System
- Define acceptable and unacceptable standards of behaviour
- Enable the School to provide a positive, supportive and safe environment for students and staff

- Ensure that the School's expectations and strategies are widely known and understood
- Encourage pride and respect for the school and uphold its good name at all times
- Promote care, respect and consideration for others
- Promote consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Encourage the involvement of all stakeholders in the implementation of this policy
- Clarify the roles and responsibilities of students, staff and parents

### **Behaviour: Core Principles**

- Consistency and fairness from all staff
- SLT visibility
- Clarity of routines and expectations
- Effective communication between all groups and stakeholders
- Regular training for staff
- Clarity of roles
- An inclusive curriculum designed to meet the needs of all learners
- Reasonable adjustments for vulnerable students
- Central importance of student voice and student leadership
- Emphasis on self-regulation and responsibility

In order to facilitate good behaviour and good learning students, parents and tutors sign a Home/School Agreement.

Fortismere acknowledges its duties under the Equality Act 2010 and in respect of students with special educational needs and disabilities. It is recognised that some students may need help and support to work within this system and the school will attempt to make reasonable adjustments for such students in its application of the policy and possible sanctions.

### **The Scope of the Policy**

The school behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the student is identifiable as a member of the school. The policy may also be applied at any other time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school, (for example, but not limited to, incidents of on-line bullying) and wider community

### **List of Appendices**

1. Outside Agencies
2. The Five Routines for Learning
3. Reasonable Adjustments
4. CIsO/Withdrawal
5. Behaviour Consequences
6. Behaviour expectations in KS5

## Behaviour for Learning (BfL)

### Rewards

Students will receive positive points for demonstrating the CORE values below:

Consistently meeting all expectations

Outstanding effort

Role model

Exceptional progress



In addition, students who have made good progress in lessons will be recognised through the college and department reward system. The Co-Headteachers will invite students who have made exceptional progress to a termly 'Champions' Breakfast'.

#### Consistently meeting all expectations

- *engaging in learning*
- *demonstrating initiative*
- *being punctual*
- *Lining up sensibly*
- *always handing homework in on time*
- *showing respect consistently to others*
- *always wearing a lanyard*
- *Respectful to the school and its community*
- *Making progress with reading book*
- *Positive attitude*
- *Always ready to learn*

#### Role Model

- *Showing effort in your college system through VT or representing the college*
- *Leading the learning of others*
- *Courtesy to members of the school community*
- *Class Ambassador*
- *Leading others by example*
- *Helping different year groups in VT*
- *Exceptional behaviour in the school community*
- *Reaching out to our community*
- *Befriending vulnerable students*
- *Helping with class organisation*

#### Outstanding effort

This is predominantly over a shorter period of time such as one lesson

- *Finishing the work set and working on the extension*
- *Trying hard to overcome an obstacle (behaviour, learning or academic)*
- *Extra effort in homework*
- *Helpful to staff and students*

#### Extra Curricular Commitment

- *Attending non compulsory catch up lessons*
- *College ambassadors*
- *Representing the school individually or in a team*
- *Positive achievement outside of school*
- *Attending after school clubs regularly*
- *Attending consistently lunchtime clubs*
- *Charity work*
- *Extending your learning outside of class unprompted*

## Sanctions

**Punctuality:** Automatic Late detention (students are required to provide their own lunch)

Arrive on time for lessons - on the buzzer lessons 1,2 and 4, within 5 minutes VT and lessons 3 and 5.

- Arriving on time means that we can start learning together.
- Being late to lessons interferes with the learning of others.
- Go straight to your next class.
- Know in advance where you are going and always use the shortest route.
- On arrival line up quietly outside the classroom

## Behaviour In Lessons:

- **Mobile devices and Head phones (Years 7-11):** These must be switched off and in bags (please see Mobile Phone Policy). Devices which are visible to staff will be confiscated.
- **Come to every lesson fully prepared and equipped to learn.**  
**C20 (Organisation)** Students must bring a pen, a reading book and exercise books or folders as appropriate to their lessons. Equipment includes P.E. kit. Bringing the correct equipment will prevent disruption to learning. Being prepared will demonstrate your readiness to learn and be successful.
- **Listen carefully at all times and follow the instructions of the teacher.**  
**Incremental C1 – C40 (Behaviour)**  
Listening carefully to instructions gives you a better chance of being successful. Only one person should be talking at a time during whole class activities. Put up your hand should you wish to contribute and wait for permission to speak. Always respect the opinions of others. Always use language which is appropriate for the classroom. No eating or drinking apart from small bottles of water. Follow instructions without question.
- **Always have homework completed on time (See Failure to complete homework below)**

A student behaving in a way that interrupts their learning or the learning of others will be:

- Informed they have a **C1**. This will be recorded on a board in the classroom and is a first warning. The student will be given an opportunity to modify their behaviour.
- If a second infringement occurs. The teacher will issue a **C2**, a second warning. If the student behaves appropriately for the remainder of the lesson there is no further action. The issuing of C1s and C2s is not recorded.
- If a student interrupts the lesson a third time. The teacher will issue a **C40** detention. This is recorded on the school information system. At the end of the day the student's parents/carers will receive a notification from the school's "Go4Schools" information management system informing them of the C40 detention. The detention will take place the next school day.
- If a student then interrupts the lesson again a senior member of staff is asked to come and take the student away for the remainder of the lesson. The class teacher will then request either a **C60** (Headteachers' detention) or **Ciso** (withdrawal from lessons for one day), to be agreed by the Senior Leadership Team (SLT)

### Failure to complete homework C20

If a student fails to hand in a piece of homework on the day allocated by the teacher, the teacher will record a **NHW1** on the school system and tell the student that this is a warning for no homework. The teacher will give the student an opportunity to hand the homework in late; the new deadline will be at the teacher's discretion.

### Behaviour around School: C20/40

- **Always dress appropriately for learning and the school environment: C20**
  - Lanyards should always be visible.
  - For further guidance about the school Dress Code, (*see the next page*)
- **Always show consideration and respect for the feelings of other people: C40/C60/Ciso\***
  - Please display courtesy towards other people at all times.
  - Swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable.
  - The sanction will be at the discretion of the staff involved and the SLT

- **Move quietly and sensibly on corridors, stairways and walkways: C40**
  - There should be no 'play fighting', pushing, shouting or making loud noises as you move around school.
- **Have respect for our school environment - litter / gum / graffiti: C40**
  - Do not deliberately drop litter and remember to always recycle all waste as we are a healthy and sustainable school.

## Detentions

### C20/40/60

We ask parents/carers to support the system by reminding their child on the day of the detention. The detention takes place in one of the school Halls and is supervised by a team of staff lead by members of the Senior Leadership Team (SLT). The detention lasts for 20 minutes (C20) or 40 minutes (C40); students must bring a reading book to the detention. Students are permitted to do school work in a C40.

- **C20** detentions run from 3.30pm-3.50pm
- **C40** detentions will run from 3.30 -4.10pm

Students must register and line up outside SW hall by 3.30pm; this gives time for students (and staff) traveling from North Wing, Detention starts for **ALL** at 3.30pm. Students arriving after 3.30pm will not be admitted and must do the detention the following day.

Students should attend on the allocated day. If a previous appointment (eg medical) makes attendance impossible, parents should let the tutor know in writing or by e-mail when they receive their e-mail notification. The student will be expected to do the detention the next school day.

Students that fail to attend without an acceptable explanation will be expected to be referred to a C60, the Headteacher's detention on Fridays. This can also be issued for more serious breaches of the School's expectations. Students must bring a reading book and are permitted to do school work in a C60.

Students who fail to attend a C60 without an acceptable explanation will be referred to 5 consecutive lunch time detentions. Failure to attend the lunch time detentions will usually lead to a 1 day withdrawal from lessons (**CIsO**) the next day (*see below*). The student will be expected to sit the C60 detention at the end of the week.

### Withdrawal from Lessons/Referral: CIsO

On the rare occasion where it is necessary to exclude a student from a classroom (CIsO), a senior member of staff is called to remove the student for the remainder of the lesson. The teacher will then fill in a CIsO form which will be passed on to the SLT. A decision will be made regarding the appropriate sanction, which may be a day's withdrawal from lessons. The member of SLT will instruct the student to report to the Withdrawal Room at the start of the next school day. (*See appendix 4 for times of the day for CIsO and student expectations*)

In the case of incidents in lessons; the subject teacher or head of department will inform parents/carers of the incident and the CIsO referral. The teacher will meet the student during the day of withdrawal for a restorative justice meeting to support the successful return of the student to lessons

Clso referrals may also be issued for serious one off behaviour issues, failure to attend lunch time detentions, truancy and while investigating a serious incident which may lead to a fixed term or in extreme cases, a permanent exclusion.

Reasonable adjustments to the Clso will be applied as required. *(Please see appendix 3 for more information)*

### Communication with Students

Expectations are regularly re-visited in assemblies and VT and are displayed in classrooms and communal areas. When a student does incur a sanction, they will be informed via Go4schools and the detention list which is displayed daily in the South Wing.

### Communication with Parents/Carers

C20/40/lates will be communicated to parents and carers via the school's information system: Go4schools. The codes are:

**LL** – lateness

**BA** - behaviour around the school

**NL** - failure to wear lanyard

**DS** - discrimination

**OS** - out of school

**BL** - behaviour in lessons,

**DC** - dress code, **MP** - mobile phone

**BY** – bullying

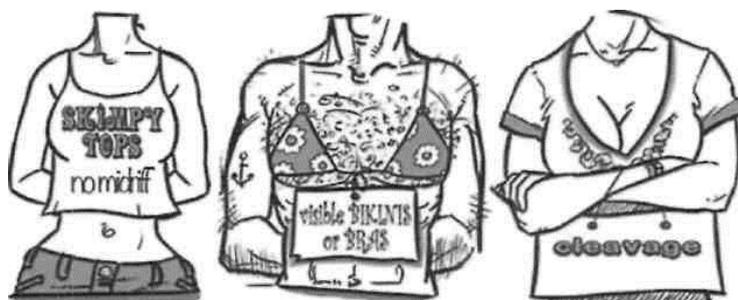
**IPK** - incorrect PE kit

**NHW** - failure to hand in homework

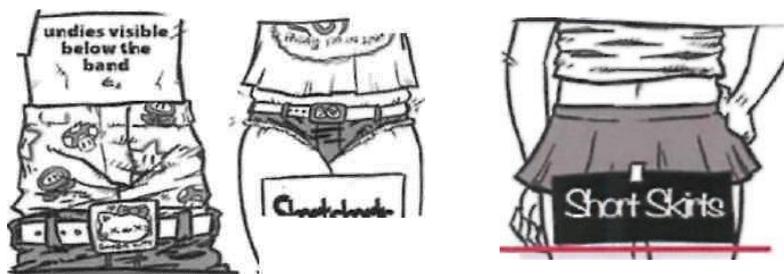
Parents will be informed by 'phone and/or email on the same day as the incident, usually by the member of staff referring the student for withdrawal. It will be recorded on Go4schools. Please note that the message is a way of keeping parents/carers informed of their child's detention. The school is not obliged to give notice of a 20 or 40 minutes detention. We hope that this communication will help parents/carers to monitor their child's record and help them to support their child by reminding them to attend.

### fortismere dress code

Clothing can be a powerful means of expression. We are proud of our students and respect their individuality. However, some clothing is inappropriate for school. So, absolutely no...



No see-through clothing or strapless tops. Minimum length of shorts /skirts to be fingertip length. No ripped or torn garments. Positively no...



No sheer leggings. No T shirts or other clothing with offensive slogans or images. No drug or alcohol logos.



Parents/carers are reminded that school is a place of work, where the work is learning. Students need to be dressed appropriately for the work place.

### **Monitoring and Dealing with Students with Accumulated Detentions**

Students who have consistently failed to improve their behaviour and where support has not had a positive impact will be referred to a Behaviour Panel. The Panel will include a senior member of staff and the Head of College. Parents/carers will be invited to attend this meeting.

### **Exclusion from School: Fixed Term Exclusion**

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term exclusion from school. Exclusions are administered according to statutory guidelines. A fixed term exclusion will always be followed by a return from exclusion meeting involving the student, parents/carers, a senior member of staff and possibly a governor. The meeting must establish the student's readiness to return to school and to behave appropriately.

Examples of behaviour that may lead to a fixed term exclusion include, but are not limited to:

- Persistent failure to comply with school Behaviour policy.
- Continuing any behaviour outlined above.
- Poor behaviour while in the Isolation Room.
- Bringing fireworks or other dangerous items into school.
- Bringing alcohol or illegal drugs into school or being under the influence of alcohol or other substances.
- Theft.
- Harassment or intimidation of a member of staff or student at school or off-site,

including online bullying. *(See the school Digital policy)*

- Other behaviours that compromise, or are likely to compromise, the well-being of staff or students at school.

A student accumulating a number of fixed term exclusions will be seen by a Governors Panel. The panel is set up to establish ways of supporting the student before the number of exclusions necessitates the consideration of a permanent exclusion. The Governors would normally consider this option when a student has accumulated a total of 20 days fixed term exclusions.

*(Refer to appendix 3 for students for whom a reasonable adjustment should be made)*

### **Permanent Exclusion**

Persistent failure to respond to fixed term exclusions may result in permanent exclusion from the school. A permanent exclusion may also be considered as a result of a one-off incident. Examples of behaviour that may lead to permanent exclusion include, but are not limited to:

- Serious actual threatening, aggressive or violent behaviour or behaviour that could reasonably be perceived as threatening, aggressive or violent against another student or individual
- Serious damage to school property
- Any violence towards a teacher or member of the support staff
- Sexual abuse or assault
- Supplying, or intention to supply illegal drugs
- Carrying or using an offensive weapon.
- Persistent serious bullying.
- Other behaviours that compromise, or are likely to compromise, the well-being of staff or students at school.
- Putting the health and safety of others at risk, for example setting off fireworks.

Parents/Carers will be invited in to Fortismere to discuss possible permanent exclusion before the final decision is made. The final decision will be made by the Co-Headteachers.

*(See also the Drugs policy and Digital policy for further guidelines and information)*

### **Linc Panel**

Members of staff in Linc will liaise with Heads of College and other staff to identify students requiring support with behaviour and make appropriate arrangements for putting that support in place.

### **Managed Move**

The school works in partnership with other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the student an opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which is beneficial for the student concerned.

### **Outside Agencies**

The School may, where appropriate, make use of outside agencies if it is felt this could be of support for the student. A list of outside agencies is included in *Appendix One*.

## **Investigation of Serious Incidents**

The school seeks to investigate serious incidents in an open and transparent manner. We will inform and involve parents/carers in these investigations as much as possible, though we ask parents/carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

In some cases it may be necessary to involve the Police, and the school will take guidance from the Police about the nature of the investigation.

## **Searching, Confiscation and Use of Reasonable Force**

In some cases it may be necessary to search a student's bag, locker, or possessions. School staff do not need parental consent and can search for any item if the student gives their consent. The Co-headteachers and authorised staff also have a statutory power to search students or their possessions, without consent, where they suspect they are in possession of a prohibited item. This includes: knives or weapons, tobacco, alcohol or drugs, stolen items, fireworks or pornographic images.

Staff can confiscate any item, including electronic devices, which they consider harmful or detrimental to school discipline. Such items are brought in to school at the owner's risk. *(Searching, screening and confiscation: advice for schools. DfE 2014)*

All members of school staff have a legal power to use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Force will only be used as a last resort and in exceptional circumstances. *(Use of reasonable force: advice for headteachers, staff and governing bodies. DfE 2013)*

The school will contact parents following serious incidents involving searching or the use of reasonable force.

## **Complaints about the Policy**

In the event of a parent/student having a complaint about how this policy has been implemented we highly recommend that in the spirit of partnership parents contact the school by telephone or e-mail to discuss their complaint.

In the first instance the contact should be Ms Allaway.

Ms Allaway will either take on the investigation herself, or direct the issue to another senior member of staff. Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation proceeds.

If the complaint cannot be resolved informally then parents can contact the Chair of Governors to raise a formal complaint in line with the school's Complaints procedure.

## **Monitoring and review**

The governors' curriculum committee will monitor and review the Behaviour policy annually. The Behaviour policy will be agreed by the governing body.

<b>Policy date</b>	March 2018
<b>Agreed by governing body</b>	12 March 2018
<b>Review date</b>	February 2019

## **Outside agencies**

### **The Police**

In the event of an emergency colleagues should contact a member of SLT and the police will be called. An emergency could be an assault, an intruder or a major theft.

The school has a police liaison officer who spends some time on site during the week and is available to talk to students in a formal and informal setting. The Police Officer may be involved in investigations of serious breaches of the Behaviour policy.

### **Haringey YIP (Youth Inclusion Project)**

This organisation accepts referrals from school as well as the Youth Offending Team, who normally only accept referrals from the Police. They will attach a key worker to 'at risk' students and liaise with home and school to support behaviour improvement. They come into school for one-to-one support sessions with the student.

### **Haringey Vulnerable Young Persons Worker**

The service will interact with Home and School when there are concerns for the welfare of a child or if they are at risk of exclusion from school. They often support students who are vulnerable to drug or alcohol abuse.

### **Social Services and Child Protection Team**

School will make a referral to a duty Social Worker at either Haringey or Barnet when information has been disclosed that a child is at immediate risk or danger. This is usually if there is an issue with their carer or support at home but we might also contact them if we think the child is at risk in the community. A referral in this instance would be made by either the Learning Manager or Child Protection Officer.

### **Adolescent Outreach**

This team will respond to referrals only via Social Services. They will take on cases that are perhaps not so serious that they need social worker involvement. After a period of working with the student, their parents and the school they will feel ready to either complete the case or refer back to Social Services.

### **'Open Door' Counselling**

Based in Crouch End, these counsellors offer 6 week counselling sessions and will take referrals from Schools. They offer a combination of one-to-one sessions and family solution-based therapy in this 6 week period. After this time they will either complete the sessions or refer to CAMHS

### **CAMHS**

A government funded Mental Health Service which is attached to some Hospitals. There is one at Barnet Hospital and one at St Anne's Health Centre. We can refer when we believe a child has mental health problems or if a child is in need of an assessment for educational purposes i.e. for a statement.

## **Educational Psychologist (EP)**

The SEN coordinator can make referrals for assessments for students whose behaviour in lessons is putting them at risk of exclusion. The EP will liaise between school, home and student and then make recommendations based on their findings. This may lead to an assessment for an Education, Health and Care Plan or recommendation for further assessments by CAMHS.

## **The Tavistock Clinic**

The Tavistock offers family and one-to-one therapy from school referrals. They will work largely with students with mental health concerns or behaviour issues whose school and personal life is being affected by their behaviour or lack of progress.

## **Haringey and Barnet SEN teams**

The school can request support from these teams if we have a child with a Statement or EHC Plan on roll that is at risk of exclusion. This will normally result in an urgent Annual Review being called with new measures of support being offered as part of the Statement or EHC Plan. We would also liaise with these teams if we were trying to organise more suitable educational provision (e.g. Special School).

## **Haringey Behaviour Support**

This team offers to support the school working with students who are at risk of exclusion due to poor behaviour. If the form is accepted the team will liaise with the Learning Manager and School Behaviour Team. This will include observation of the students and strategies to help teachers manage their behaviour.

## **Haringey LAC Team**

They will offer support for any child who is at risk of exclusion who is on the Looked After Child Register. They appoint a named Case Worker who will liaise between the school and a student's carer/s.

## **Haringey Pupil Support Centre**

The PSC can carry out educational and behaviour assessments of any student who is at risk of exclusion. They will normally liaise with an Educational Psychologist and then make their own recommendations about the type of support they can offer.

## **Neighbouring colleges of FE (CoNEL, Southgate, Barnet)**

We work closely with local colleges of Further Education in attempting to find appropriate courses for students who are struggling to access the curriculum at Fortismere and who may benefit from a fresh start at a new place with a more appropriate curriculum.

# The **fortismere** Five Routines for Learning

1. In Place and On Time
2. Ready to Learn
3. Follow Instructions First Time
4. Be Respectful
5. Always Aim High

	In class	In corridors, library, canteens	Outside
<b>In Place and On Time</b>	<ul style="list-style-type: none"> <li>• <b>Line up</b> on time at the correct room.</li> <li>• <b>Sit</b> in assigned seat.</li> <li>• Place <b>bags and coats</b> in allocated place.</li> <li>• Put <b>chewing gum in bin</b> upon entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk sensibly <b>on the left</b> at all times.</li> <li>• Follow <b>one way system</b>.</li> <li>• <b>Line up</b> in appropriate line for <b>lessons</b>.</li> <li>• Use <b>toilets during break and lunch</b>.</li> <li>• <b>Line up</b> in appropriate line for the <b>canteen</b>.</li> <li>• Place <b>balls in bag</b> upon entering the site.</li> </ul>	<ul style="list-style-type: none"> <li>• When you <b>hear the warning bell</b>, <b>move</b> towards lesson.</li> <li>• <b>Line up quietly</b> in VT group for assembly.</li> <li>• Line up quietly for break and lunch.</li> <li>• Come in <b>assembly Hall in quietly</b>.</li> <li>• Sit in assembly with your <b>VT group</b>.</li> </ul>
<b>Ready to Learn</b>	<ul style="list-style-type: none"> <li>• Take <b>equipment out</b> for the lesson.</li> <li>• <b>Display lanyard</b> correctly.</li> <li>• Engage with task <b>immediately</b>.</li> <li>• Present <b>appointment cards</b> (e.g. for music lessons) at <b>start</b> of lesson.</li> </ul>		
<b>Follow all Instructions</b>	<ul style="list-style-type: none"> <li>• Listen and act the <b>first time</b> as per Positive values and BfL.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow instructions</b> from all adults the first time as per Positive Values and BfL.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow instructions</b> from all adults the first time as per Positive Values and BfL.</li> </ul>
<b>Be respectful</b>	<ul style="list-style-type: none"> <li>• Respect that <b>one person at a time</b> is talking.</li> <li>• Be <b>polite and well-mannered</b> to teachers and peers.</li> <li>• <b>Leave a tidy room</b>. <ul style="list-style-type: none"> <li>- Table clear of litter.</li> <li>- Floor free of paper and litter</li> <li>- Chairs under tables.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a <b>safe and sensible</b> way at all times.</li> <li>• Ensure that <b>no more than two</b> people walk side by side on stairs and in corridors.</li> <li>• Ensure corridors and stairs are <b>never obstructed</b>.</li> <li>• Throw away your <b>litter in bins</b> at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a <b>safe and sensible</b> way at all times.</li> <li>• Ensure that <b>no more than two people</b> are walking side by side on walkway</li> <li>• <b>Never block</b> corridors, walkway or stairs.</li> </ul>
<b>Aim High</b>	<ul style="list-style-type: none"> <li>• Always put your <b>best effort</b> into classwork and homework as per Positive Values.</li> <li>• Give your <b>full attention</b> in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a <b>role model</b> by showing the example as per Positive Values.</li> <li>• Be a <b>good friend</b> at all times.</li> <li>• <b>Behave safely at all times</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a <b>role model</b> by showing the example as per Positive Values.</li> <li>• Be a <b>good friend</b> at all times.</li> <li>• <b>Behave safely at all times</b>.</li> </ul>

## Reasonable Adjustments

Fortismere acknowledges its duties under the Equality Act 2010 and in respect of students with special educational needs and disabilities. It is recognised that some students may need help and support to work within this system and the school will attempt to make reasonable adjustments for such students in its application of the policy and possible sanctions. The school has a database of agreed reasonable adjustments which are shared with staff and agreed through the Inclusion Panel. When staff are issuing consequences they should ensure that these reasonable adjustments are implemented and this should be recorded on Go4Schools. Please note that there may be occasions when, due to significant repetition of incidents, we will use our professional judgement to apply appropriate sanctions, especially where the health and safety of our school community is jeopardised.

Examples of Reasonable Adjustments:

- C40/60/Iso: student accommodated in Linc
- C40/60: student with Head of College
- Year 11 C40/60: students may attend revision lessons instead of the detention
- Ciso/withdrawal from lessons: regular visit from mentor or TA
- Ciso/Withdrawal: spent outside the Co-heads' office

## Clso/ Withdrawal

### Times of the Day:

Arrival: 9am

Lunch: Students to bring a packed lunch\*

\*Students entitled to free school meals with have a cold lunch provided

Finish: 3.30pm

### Expectations:

Withdrawn students work on curriculum material during lesson time according to a subject timetable. They may read during break and lunchtime.

Students are not allowed to leave the room other than to go to the toilet. They are expected to bring a packed lunch.

Students withdrawn from lessons are expected to hand their mobile phones to the member of staff supervising at the beginning of the day. Phones will be returned at the end of the day, except when the referral is for failure to hand over a mobile phone. Students will be expected to hand over their phone for 24 hours, in accordance to the Fortismere Mobile Phone policy.

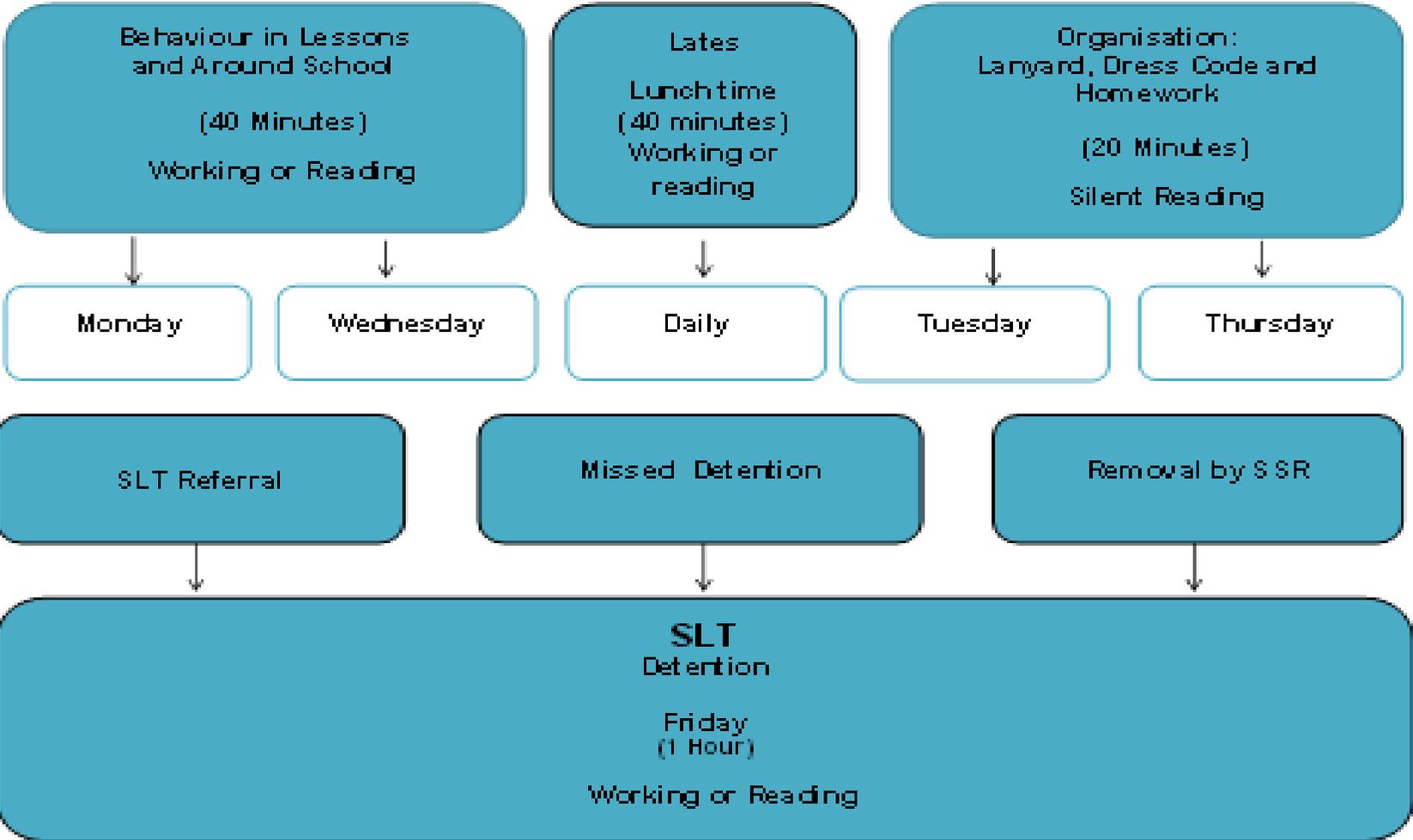
Students withdrawn for poor behaviour will participate in a restorative justice conversation with the member of staff responsible for the referral before the end of the day.

If a student misbehaves while in the withdrawal room, the member of staff supervising the room will apply the Behaviour policy in the same way as in the classroom. If a student reaches Clso, a fixed term exclusion will be issued for the following school day.

Students who are in the Withdrawal Room for alternative curriculum provision will follow the Withdrawal Room school day.

Behaviour – Consequences

fortismere



## APPENDIX 6

### Behaviour expectations in KS5

<p>As a Sixth Form Student, I will:</p> <ul style="list-style-type: none"><li>• attend school fit and ready to work. Socialising, late nights and employment will not interfere with my ability to work</li><li>• make appropriate use of the library and Sixth Form study room</li><li>• attend on time and dressed according to the school dress code</li><li>• take responsibility for my learning, complete all work to the best of my ability, on time and bring the necessary equipment and folders each day. I will also take care in the presentation of my work and notes</li><li>• show respect and courtesy to all members of the school community and abide by all school policies</li><li>• take full advantage of the opportunities offered to me to develop as a learner and as a leader</li><li>• attend all assemblies, tutor periods and mentoring sessions as instructed by my tutor</li><li>• Join the year group and individual subject google classrooms and utilise the resources made available.</li></ul> <p>I understand that:</p> <ul style="list-style-type: none"><li>• I must wear my ID lanyard at all times and will be sent home to collect it if forgotten</li><li>• smoking and anti-social behaviour on or near the school site is forbidden. If this is persistently violated then it may result in my exclusion and potential permanent exclusion</li><li>• if my attendance falls below 95% I may be required to attend full time private study</li><li>• The school withholds the right to adjust my courses if I do not meet the required behaviour expectations as set out above.</li></ul>	<p>Fortismere Sixth Form will:</p> <ul style="list-style-type: none"><li>• ensure that we uphold daily our aims and aspirations for our Sixth Form students</li><li>• treat all of our students with respect and care for their safety and wellbeing</li><li>• offer all of our students the opportunity to develop themselves individually but also as role models and leaders within our whole school</li><li>• meet the needs of all our students</li><li>• keep students and parents/guardians informed of individual progress and general Sixth Form information</li><li>• contact students and parents/guardians if there are concerns over attendance and punctuality and work with students and parents/guardians if there are concerns regarding welfare</li><li>• challenge our students to meet their academic targets</li><li>• allow students the opportunity to participate in a wide variety of extra-curricular activities.</li></ul>
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