

Behaviour Policy

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)

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.

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.

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.

Aims: This policy aims to:

- 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: Basic principles

Pupils are expected to work in a friendly but disciplined atmosphere for learning. Arrangements governing behaviour in school can be found on the school website and on notices and around the school and in classrooms. Issues related to behaviour are often raised in College assemblies. Such guidelines are kept to a common-sense minimum but are effectively enforced. Great stress is laid upon the importance of self-discipline, consideration for others and care of the school environment.

The School has a very low tolerance for pupils whose attitudes and behaviour interfere with their work, and that of others; they can expect their parents to be informed and requests made for the behaviour to be modified. This is most commonly undertaken by the Tutor or Head of College, but other Senior Staff are involved in more serious cases. There is a clear structure, with a tariff system, for the management of students whose behaviour is unacceptable and those who persist in causing low level disruption.

Threatening or violent behaviour, disrespectful treatment of staff and involvement in substance abuse always results in very serious consequences. Opportunities for counselling are provided. 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.

Behaviour for learning (BfL)

In June 2011 the school introduced a behaviour management system with a small number of clear rules and a school wide system of implementation of 'consequences' (referred to as Cs) for students when their behaviour impacts on their learning or the learning of others (in the classroom) or when their behaviour around the school is unacceptable.

PUNCTUALITY RULE

Arrive on time for lessons - on the buzzer lessons 1, 2 and 4, within 5 minutes VT and lessons 3 and 5. Automatic C3

- 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 go straight to your seat and sit quietly.

THE FOUR CLASSROOM RULES

Rule 1: All electrical devices must be switched off and put away before entering the classroom. Automatic C3

- Mobile phones, mp3 players and other electrical devices can be a distraction and disrupt the learning of yourself and others.
- Electrical devices should be **off and away**; they not be seen or used in lessons unless requested by the teacher.

Rule 2: Come to every lesson fully prepared and equipped to learn.

Incremental C1 – C3

- Bringing the correct equipment will prevent disruption to learning.
- Being prepared will demonstrate your readiness to learn and be successful.

Rule 3: Listen carefully at all times and follow the instructions of the teacher.

Incremental C1 – C3

- 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.

Rule 4: Always have homework completed on time. Automatic C3 if warning ignored.

One warning given with a second date/time to hand homework in. (See *Failure to complete homework below*)

In the classroom

A student behaving in a way that interrupts their learning or the learning of others (Classroom rules 2 and 3) will be

1. 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.
2. 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.
3. If a student interrupts the lesson a third time. The teacher will issue a **C3** 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 C3 detention. The detention will take place the next school day.
4. If a student then interrupts the lesson again a **C4** is issued and a senior member of staff is asked to come and take the student away for the lesson. That student will be in **Isolation** the following day for the whole day.

Failure to complete homework

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 usual expectation is that the student will report to the relevant staff room the next day and hand in the work to be placed in the teacher's tray. If, at the end of the day, the

teacher finds that the homework has not been handed in, a **C3** detention for no homework will be entered on to the system. This should be discussed when the warning is given.

Detentions

C3 detention – 45 minutes

We ask parents/carers to support the system by reminding their child on the day of the C3 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 C3 detention lasts for 45 minutes; students have to sit in silence for the duration. 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 with no good reason can expect to be referred to **C4 (Isolation)** the next day (see *below*). The student will be expected to sit the C3 detention at the end of the day.

Isolation

C4 isolation for the school day

On the rare occasion where it is necessary to exclude a student from a classroom (C4), a senior member of staff is called to remove the student for the remainder of the lesson. The teacher will then fill in a C4 form which is passed to a member of SLT who will then arrange for the student to spend the following day in isolation. The member of SLT will instruct the student to report to Isolation at the start of the next school day.

In the case of incidents in lessons; the subject teacher or head of department will inform parents/carers of the incident and the C4 referral. The teacher will meet the student during the day of isolation to discuss the incident and the student's return to lessons.

C4 referrals may also be issued for serious one off behaviour issues, failure to attend a C3 detention and truancy.

THE FOUR AROUND SCHOOL RULES. AUTOMATIC C3

Rule 1: Always dress appropriately for learning and the school environment.

- Lanyards should always be visible.
- For further guidance about the school Dress Code. (*see the next page*)

Rule 2: Always show consideration and respect for the feelings of other people.

- 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.

Failure to follow with this rule may lead to a C3, C4 or exclusion depending on the severity of the incident.

Rule 3: Move quietly and sensibly on corridors, stairways and walkways.

- There should be no 'play fighting', pushing, shouting or making loud noises as you move around school.

Students misbehaving between lessons or at break times you will receive a C3 detention.

Rule 4: Have respect for our school environment - litter / gum / graffiti

- Remember to always recycle all waste as we are a healthy and sustainable school.

Students seen dropping litter or deliberately making a mess you will receive a C3 detention.

Around school

A student failing to follow these rules will get an immediate **C3**. It is not practical to build in warnings to this part of the BfL system.

Lanyards

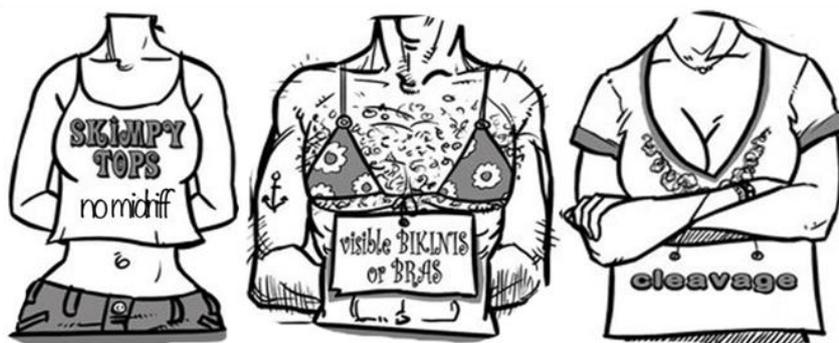
Students' lanyards must be on display at all times. If a lanyard is not clearly visible, the student will be challenged and may be issued a C3 detention. Any student arriving at school without their lanyard should collect a "No Lanyard" sticker from their teacher in their first lesson and should have this visible for the remainder of the day. The teacher will issue a C3. Students should see Mrs Oddi in South Wing to arrange to replace lost or damaged lanyards.

Dress Code

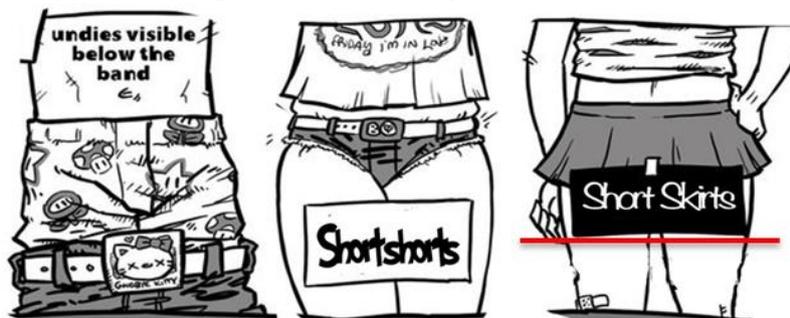
Students have been issued with guidelines about the dress code. Students found to be inappropriately dressed will be expected wear clothing provided by the school over their own clothes for the remainder of the day and will be issued with a C3. For serious incidents, the teacher may make a C4 referral to the Head of College. The Head of College or a senior member of staff will inform parents/carers of the incident and the C4.

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.



Monitoring and dealing with students with accumulated C3 detentions

- Students accumulating five C3s will spend a day in Isolation.
- A student accumulating twenty C3s may also be referred to a Behaviour Panel including a senior member of staff and at least one Governor. Parents/carers will be invited to attend this meeting.
- Students accumulating four C4s will be referred to a Behaviour Panel meeting.
- Students that have accumulated more C3s than they can sit in any month will be expected to attend a monthly Saturday Detention.

C3 detentions

When a student is issued a C3 detention, the teacher will input the information on the school ICT system, including a code to indicate the reason for the C3 detention. The codes are:

LL – lateness, BL – behaviour in lessons, BA – behaviour around the school, DC – dress code, MP – mobile phone, NL – failure to wear lanyard, BY – bullying, DS – discrimination, IPK – incorrect PE kit, OS – out of school, NHW – failure to hand in homework.

An e-mail notification is sent to parents/carers at the end of the day informing them that they can access the “Go4Schools” website to see the events that have been added that day. The message will include the reason for the detention as indicated above. The detention will take place the next school day.

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 45 minute C3 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.

C3 detentions will run from 3.30 – 4.15pm. Students must register and line up outside SW hall by 3.30pm; this gives time for students (and staff) traveling from North Wing, and also allows time for students to go to the toilet.

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 the detention on the day allocated. The only exception to this will be where a student has a medical appointment (the school must be notified in advance) or the student has a twilight language lesson. In these cases, the detention will be re-scheduled for the next school day. The detention will last 45 minutes.

Lists of students with C3 detentions are displayed in South Wing every day.

Students failing to attend a C3 detention will be referred to C4.

C4 Isolation

The isolation room is a classroom in South Wing. Students in isolation spend the whole day working in silence and are not allowed to leave the room except to go to the toilet. They do not have a morning break and lunch is delivered to them.

Students in isolation 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 may order a cold lunch from the canteen, which will be delivered to the room, or they can bring a packed lunch.

Students in isolation 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.

Students in isolation should expect to be kept behind for about 15 minutes at the end of the school day. During this time the student may have a conversation with the teacher that issued the C4, to ensure that the student can make a fresh start in the next lesson.

If a student misbehaves while in isolation, the member of staff supervising the room will apply the Behaviour policy in the same way as in the classroom. If a student reaches C4, a fixed term exclusion will be issued for the following school day.

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. (*see above*)
- 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.

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.

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 headteacher 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.

Last reviewed	May 2016
Agreed by governing body	29 June 2016

APPENDIX ONE

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.