

Behaviour Policy

Rationale:

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

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. Positive relationships developed by the staff and students at Fortismere establishes a culture of mutual respect and enables students to thrive in a supportive environment. We achieve this by developing an effective partnership between home and school and by making our expectations clear to everyone at Fortismere. 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 thrive in a safe environment and an atmosphere of positive relationships
- 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

Policies

This policy is to be read in conjunction with:

- Safeguarding and Child Protection Policy
- Digital Technology Policy
- Anti-bullying Policy
- Attendance Policy
- Dress code Policy
- Drug Policy
- Fortismere School's Policy on sexual violence and sexual harassment between children in school
- Positive Mental Health Policy
- Mobile Phone Protocol
- Home-School agreement
- Use of reasonable force (DfE Advice to schools)
- Exclusions Guidance (DfE Statutory guidance) (see Appendix 1 & 2)

Principles:

Relationships

Good behaviour is built on the positive relationships developed by the teaching staff and other adults at Fortismere with all the students at school. Students and staff are expected to work in an atmosphere of mutual respect. Adults model this through behaviour, language and high expectations. Students are expected to match the standard set by the adults in their personal conduct, including conduct between peers.

Recognition

Students will be recognised for:

- Positive behaviour
- Helping others
- Consistent effort and positive attitudes to learning
- Attendance
- Participation

Recognition will take many forms from names on the recognition board to the Co-Headteachers' breakfast.

Responses

Behaviour at Fortismere is the collective responsibility of all. Teachers and support staff are responsible for their responses to students and students are responsible for their responses towards each other and the adults in school.

Staff will:

- Support each other in securing good behaviour
- Maintain a culture of high expectations and mutual politeness
- Model the behaviours the school expects to see

Students will:

- Take responsibility for their own behaviour and follow school rules
- Treat all adults and students with politeness
- Try their best

Parents/carers will:

- Support Fortismere's Behaviour Policy
- Ensure that their son/daughter arrives at school equipped and ready to learn
- Behave with courtesy to all members of the Fortismere school community

Rules

Rules at Fortismere underpin successful learning, the development of positive relationships and the safety of all on site. Rules will be consistently applied but circumstances and the individual needs of students and the school community will influence any sanction finally applied.

Ready: All students will arrive to school equipped and ready to learn. This includes completion of homework by the deadline given by the teacher.

Respectful: The Fortismere community thrives in a culture of mutual respect. There is an expectation that all members of the community will conduct themselves appropriately without the use of insulting or degrading language, raised voices or threatening body language. This includes dressing appropriately for learning and understanding the sensitivities of others.

Safe*: It is the responsibility of all to maintain a safe site. This includes the wearing of lanyards, physical conduct in lessons and at social times, the careful use of social media and avoiding derogatory language. Threatening behaviour, violence or the possession of any object that might be construed as a weapon will not be tolerated. Staff and students flourish in a culture free from all forms of threat and intolerance.

Kind: It is the expectation of Fortismere that students and staff are active in their pursuit of positive relationships. From social interactions to charity fund raising, we emphasise the importance of kindness to our school and wider community.

**Parents and carers are reminded that school staff have the right to search students without parental permission*

Restoration

There will be occasions when rules are broken and sanctions will be applied. In these circumstances students and staff will participate in a restorative conversation to 're-set' the relationship and ensure that students are always able to have a fresh start. For students who are subject to a fixed-term exclusion this will also involve a compulsory return from exclusion meeting which will also include parents or carers. This will be used to restate the expectations of the school and, where appropriate, discuss support for the student.

Sanctions:

Sanctions will be determined by the severity of the offence, the needs of the student and of the school community. The sanction applied will be the decision of the school alone.

- Detentions
- Community Service e.g. picking up litter or working in the Vik Sharma Memorial Garden
- Withdrawal from lessons
- Fixed Term Exclusion (Appendix 1)
- Permanent Exclusion (Appendix 2)

Reasonable adjustments are made for students with a disability, vulnerability or special need (Appendix 3)

Alternative Provision

Fortismere may decide that alternative provision to Fortismere may be appropriate if a student is failing to settle positively in the school. It may be used for:

- Students who struggle to access a mainstream curriculum or for whom we do not have an appropriate Key Stage 4 pathway
- Students who require a behaviour modification or support programme
- Respite for staff and students where relationships are in danger of breaking down

Managed Move

The school works in partnership with other schools in the area and may consider a managed move, in conjunction with the parent(s) or carers, 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.

Support for parents/carers: Appendix 4

Agreed by the governing body: 18 November 2019

Review cycle: Annual

Behaviour policy Appendix 1

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.

During an exclusion it is the parent/carers' responsibility to ensure that the student does not enter the school site. For the first five days of any exclusion, the student must not be present in a public place during school hours.

The school will provide work to complete at home for the first five days of an exclusion. From the sixth day of an exclusion, alternative education will be provided at an off-site venue. Parent/carers must ensure their child attends any alternative education.

A fixed term exclusion will always be followed by a reintegration meeting involving the student, parents/carers and the tutor or Head of Year. For fixed term exclusions of three days or more a member of the Senior Leadership Team will be present. The meeting must establish the student's readiness to return to school, to behave appropriately and identify any future support.

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 (The Fortismere Four)
- Behaviour which poses a risk to others
- Behaviour damaging to the reputation of the school

A student accumulating a number of fixed term exclusions will be seen by a Behaviour Panel, to which parents/carers will be invited. The panel is set up to establish ways of supporting the student and will usually lead to the writing of either a Pastoral or Behaviour Support Plan.

If the student continues to receive serious sanctions, they will be seen by the Co-Headteachers' Behaviour Panel. Students who have reached this level of intervention are identified as at risk of permanent exclusion.

(Please refer to Appendix 3 for students for whom a reasonable adjustment should be made)

Behaviour policy Appendix 2

Permanent Exclusion

Persistent failure to respond to fixed term exclusions and in-school support may result in permanent exclusion from the school. A permanent exclusion may also be considered as a result of a one-off incident. In summary:

Permanent exclusion is likely to occur:

- in the event of a serious breach, or persistent breaches, of the school's behaviour policy; and
- where a student's behaviour means allowing the student to remain in school would be detrimental to the education or welfare of the student or others in the school.

During the period of investigation into the incident or review of the student's behaviour record, the student will normally have a period of fixed term exclusion. (See Appendix 1) As part of the investigation, parents/carers will be invited to a meeting to discuss possible permanent exclusion before the final decision is made by the Co-Headteachers.

Governors will review all permanent exclusions and parents/carers will be invited to a meeting of the Governors' Discipline Committee. The meeting will be carried out according to the statutory requirements. Governors will consider whether the exclusion was lawful and reasonable and decide whether the student should be reinstated in school.

For the first five days of a permanent exclusion, the school will provide work and the student must not be present in a public place during school hours. From the sixth day of a permanent exclusion, the local authority will arrange alternative education. If the permanent exclusion is upheld by governors, the local authority becomes responsible for the student's on-going education.

Parents/carers can make a request to the local authority for an independent review of their child's permanent exclusion from school if it is upheld by governors.

All exclusions are carried out according to statutory guidance issued by the Department for Education. Parents/carers can access a copy of the guidance [here](#)

Behaviour policy Appendix 3

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:

When considering issuing a sanction:	When deciding severity of consequence:	When sitting the detention
Encourage student to use strategies from tutor/Head of Year/Behaviour Team/Mentor	Reduction in the severity of the consequence	Student being given support while completing the consequence or completing this in LINC/HoY office/Co-heads' Office
Use of time out or placing the student in another classroom	Discussion with appropriate lead adult	C40/60: student with Head of Year

Behaviour policy Appendix 4

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. 11

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

Offers 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.