

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, carers 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, carers, students and teachers all need to operate in a culture of mutual regard.

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 and Participation

Recognition will take many forms from positives in the newsletter, postcards home, end of term celebratory events to the Headteacher's awards.

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 by knowing the school's policy and supporting the implementation of it.
- Reinforce school expectations at home and support their child in meeting these expectations.
- Build and maintain positive relationships with Fortismere displaying a respectful and courteous manner to all members of the school community.

Rules - The Fortismere Four

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 at 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 in person or online, 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 members of the school community to maintain a safe site. All staff, students and visitors (including parents and carers) must wear their school lanyard or a visitors badge at all times. Physical conduct in lessons and at social times must be safe and appropriate for the school setting. All members of the school community must behave appropriately when using social media and avoid derogatory and inflammatory 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 and from our school and wider community.

Behaviour curriculum

The Fortismere Four are embedded throughout the school: on posters in classrooms and hallways, as themes and topics in assemblies and tutor times and in the formal and pastoral curriculum. This enables all members of the school community to be aware of the expectations of good behaviour.

Behaviour outside of school (including school trips)

The school is able to sanction any behaviour outside of the school premises (including journeys to/from school, on school trips and online) that brings the school into disrepute, poses a threat to another member of the school community or that has repercussions for the orderly running of the school.

Behaviour issues online /Online behaviour outside of school

We expect all students to apply the Fortismere Four to their behaviour online as well as their behaviour offline. We will educate students about appropriate ways to act online and make them aware of the risks. Online behaviour issues can be very difficult to manage given issues of anonymity, and the fact that incidents often occur off the school premises and outside of school hours. *DfE Behaviour in Schools Advice for Headteachers* states that parents/carers are responsible for this behaviour. However, given that many online incidents can have a significant impact on the school community, we reserve the right to also issue sanctions in relation to inappropriate behaviour that takes place online and outside of school hours.

Equality Act

The school recognises its duties under the Equality Act 2010 to prevent students with a protected characteristic from being put at a disadvantage. Consequently the school's approach to behaviour management may be adjusted to meet this duty. We have considered the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meeting the Public Sector Equality Duty.

SEND

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). See Appendix 2.

Behaviour where there is a safeguarding concern

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Searching, screening and confiscation

School staff can search, screen and confiscate items from students. Staff will confiscate and can dispose of prohibited items. School staff will follow the *DfE Searching, Screening and Confiscation Advice for schools* and have regard to this at all times. See Appendix 6 for more details and a list of items which are currently banned from school.

Use of reasonable force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to: prevent pupils committing an offence; injuring themselves or others; damaging property; or to maintain good order and discipline at the school or among pupils. (See Appendix 6)

Child on child sexual violence and sexual harassment (in line with KCSIE part 5)

At Fortismere School sexual violence and sexual harassment are never acceptable, will not be tolerated and students whose behaviour falls below our expectations will be sanctioned. We aim to work with our community to create a culture of tolerance and we never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Students are always encouraged to speak to a trusted adult or a member of the Safeguarding team to report any concerns they have.

Criminal Behaviour

Where the school suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering information to establish, on the balance of probabilities, the facts of the case. Where an incident is reported to the police, the school has the discretion to continue their own investigations and enforce sanctions in line with this policy.

Responding to behaviour:

When a student's behaviour falls below our expectations staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of poor behaviour.

Sanctions

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

Sanctions that we may apply include:

- Detentions
- Community Service e.g. picking up litter
- Reflection time in the Pastoral Hub
- Internal exclusion
- Reports
- Pastoral panels
- Suspension or Permanent Exclusion (Appendix 1)

The school can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend/exclude will be made by the Headteacher and in accordance with the DfE statutory guidance (See Appendix 1)

Support for students

Where a student's behaviour is a cause for concern (either repeated concerns or a significant incident) the school will consider strategies to help the student understand how to improve their behaviour and meet the expected standards. We expect parents to work with us to support their child to improve their behaviour. This support may include:

- A meeting with the student to discuss incidents, looking at what they did wrong and the impact on themselves and others
- Tutor and parent/carer meetings
- Short-term targeted behaviour reports
- Pastoral Support manager mentoring and support
- Round robins to staff to get a fuller picture of the student
- Pastoral Panels
- Social Worker in school support to include home visits
- Referral to outside agencies
- Referral to the Hapip Panel (and local borough equivalents) for external support
- Alternative Provision providers and outreach workers.

Internal Exclusion

Heads of Year, Heads of Department, Pastoral Support Managers and SLT have the authority to place a student on an Internal Exclusion. This may result from a one-off incident or behaviour that is in persistent defiance of our Fortismere Four school rules.

Parents of students who are placed on internal exclusion will be notified via an email or phone call from a member of the pastoral team and will be informed of the reason for the internal exclusion. Parents will be expected to work with the school to support the student in managing their behaviour to avoid future repeated breaches of the school rules.

During an internal exclusion a student will be required to complete work set for them either directly from or from outside their normal lessons. Work will be checked at the end of each period by a member of the pastoral team to ensure that it has been completed to an acceptable standard. During internal exclusion students will remain with the pastoral team and will have break and lunch times separately from the rest of the school.

Internal exclusion has been designed to send a clear message to the student that certain behaviours are not acceptable and to allow time for the student to reflect on their behaviour via the completion of a personal reflection sheet and a discussion with a member of the pastoral team.

Restorative Meetings

On occasions when rules are broken and a sanction has been applied; it may also be appropriate to hold a restorative meeting to 'reset' the relationship and ensure that students are always able to have a fresh start. The decision to hold a restorative meeting will be decided by the pastoral team.

Managed Move

The school works in partnership with the local authority and local schools in the area and may consider a managed move as a means of achieving a 'fresh start' in a new setting. A managed move can only be arranged when all parties (both schools and parents) are in agreement.

Off- site direction and Alternative Provision

The school may consider directing a pupil off-site for a limited period to improve their behaviour. Fortismere could decide that alternative provision is appropriate for a student failing to settle positively in the school. Alternative provision 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

The school will follow the DfE Alternative Provision statutory guidance when directing a student off-site or using alternative provision.

Communication with parents and carers

If a parent has a concern regarding their child's behaviour they should contact their child's form tutor in the first instance. Parents/carers can access information regarding conduct in school via the SIMS Parent App. The school may communicate directly with parents/carers where sanctions are applied.

Policies and Department for Education (DfE) Guidance

This policy is to be read in conjunction with the following appendices:

Appendix 1	Suspension and Permanent Exclusion
Appendix 2	SEND
Appendix 3	Drugs policy
Appendix 4	Mobile Phones
Appendix 5	Dress Code
Appendix 6	Searching, Screening & Confiscation and Use of reasonable force
Appendix 7	Anti-Bullying
Appendix 8	Routines and Rewards
Appendix 9	Home School Agreement

This policy links with the following school policies and DfE documents:

- [Safeguarding and Child Protection Policy](#) and [KCSIE](#) (DfE statutory guidance)
- [Online Safety Policy](#)
- [Attendance & Punctuality Policy](#)
- [Positive Mental Health Policy](#)
- [Searching, screening and confiscation](#) (DfE advice to schools)
- [Use of reasonable force in schools](#) (DfE advice to schools)
- [Suspensions and permanent exclusion guidance](#) (DfE statutory guidance)

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Review cycle: Annual - Next review due in July 2027

Appendix 1 Suspension and Permanent Exclusion

Introduction

Fortismere is committed to following statutory exclusions procedures and will aim to ensure that:

- The suspension and exclusion process is applied fairly and consistently
- All suspensions and permanent exclusions are carried out lawfully and reasonably.
- Parents, students, staff and governors can understand the exclusion process

The statutory guidance from the Department for Education (DfE) will be followed at all times:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Only the Headteacher can suspend or permanently exclude a student. The decision can be made in relation to behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

Suspension is when a pupil is temporarily removed from school for a fixed period. This was previously called fixed-term exclusion. The maximum is 45 days in a school year. (See Section 1)

Permanent exclusion is when a pupil is permanently removed from the school and taken off the school register. This is also referred to as exclusion. (See Section 2)

1. Suspension from school

Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a suspension. Suspension will provide students with a clear signal of what is unacceptable behaviour and that their current behaviour could put them at risk of permanent exclusion.

Behaviour that may lead to a suspension includes, but is not limited to:

- Persistent failure to comply with school Behaviour policy (The Fortismere Four)
- Behaviour which poses a risk or causes harm to others
- Behaviour which damages the reputation of the school

1.1 The decision to suspend

Before deciding whether to suspend a student the Headteacher will:

- Consider all the relevant facts and evidence including whether there were any contributing or mitigating factors that led to the incident or behaviour.
- Allow the student to give their version of events.
- Consider whether the student has special educational needs or a disability, is a student from a vulnerable group, has a social worker or is a looked after child.

The Headteacher makes the decision to suspend a student based on the **balance of probabilities** - meaning they decide whether it is more likely than not that something happened. The decision is made after considering all the facts of the case, the evidence and the relevant circumstances. If a suspension is given, its length will be proportionate to the incident and fair to the individual student.

1.2 Informing parents of a suspension

Parents will be informed by telephone where a student is suspended, however, if we are unable to speak directly to a parent/carer we will leave a message with a follow up email.

Parents will also be provided with the following information in writing:

- The reasons for the suspension, the length of the suspension and the start/finish dates.
- School will set work for the first 5 days of the suspension.
- Parents are legally required to ensure that their child is not present in a public place during school hours for the first 5 days of the suspension.
- Parents have the right to make written representations (meaning to send views or comments in writing) to the governing board about the suspension. In some circumstances, parents can also attend a meeting with governors
- Full-time education will be provided by the school which students must attend for suspensions of 6 days or more
- Sources of information and advice on suspension including local authority contacts
- The date and time of the return from suspension meeting.

1.3 Returning from a suspension

A suspension will be followed by a return from suspension meeting involving the student, parents and the Head of Year or Pastoral Support Manager or other senior staff. The meeting will establish the student's readiness to return to school, to behave appropriately and identify any future support that may be required.

1.4 Suspension and the role of the governing board

The governing board (GB) has a duty to consider parental representations about a suspension and in certain circumstances, to meet and consider the reinstatement of a suspended student. See below for the GB's duty to consider reinstatement.

Suspensions totalling 5 days or less in a term	GB must consider any written representations made by parents but is not required to arrange a meeting and cannot reinstate a pupil.
Suspensions totalling more than 5 days but not more than 15 days in a term	GB must meet if parents request a meeting to consider the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension
Suspensions totalling more than 15 days or where pupil would miss a public exam	GB must meet to consider the reinstatement of a suspended pupil within 15 school days of receiving notice of the suspension regardless of whether parents make representations.

1.5 Governing board suspension meeting

Where the governing board is legally required to meet, the parents, the student and the Headteacher will be invited to a meeting. If the suspended student has a social worker they will also be invited and the Virtual School Head for a looked after child. The meeting will be arranged by the Clerk to the governing body who will outline the process in full as part of the notification process

The meeting can take place online if parents prefer and parents can be represented or accompanied to the meeting. Reasonable adjustments will be made to support attendance and participation at the meeting if required. Any written evidence and information submitted to the governing board by the school or the parent will be circulated in advance of a meeting.

At the meeting, Governors will consider whether the decision to suspend was lawful, reasonable and procedurally fair and can decide to decline to reinstate or direct reinstatement of the suspended pupil immediately or by a particular date

Following the meeting, Governors will write to the parents with a formal response setting out their decision and the reasons for it.

2. Permanent exclusion from school

Persistent failure to meet the school's behaviour expectations and to respond to support provided by the school may result in a permanent exclusion. A serious one-off incident can also lead to a permanent exclusion. Permanent exclusion is likely to occur:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

2.1 The decision to permanently exclude

Before deciding whether to permanently exclude a student the Headteacher will:

- Consider all the relevant facts and evidence including whether there were any contributing or mitigating factors that led to the incident or behaviour.
- Allow the student to give their version of events.
- Consider whether the student has special educational needs or a disability, is a student from a vulnerable group, has a social worker or is a looked after child.
- Consider alternatives to permanent exclusion such as off-site direction, alternative provision or a managed move.

The Headteacher makes the decision on the **balance of probabilities** - meaning they decide whether it is more likely than not that something happened. The decision is made after considering all the facts of the case, the evidence and the relevant circumstances.

2.2 Informing parents of a permanent exclusion

Parents will be informed by telephone of the permanent exclusion and the reasons for it.

Parents will also be provided with the following information in writing:

- The reasons for the exclusion and that it is permanent.
- For the first 5 days of the exclusion parents are legally required to ensure that their child is not present in a public place during school hours.
- For the first 5 days of the exclusion the school will set work
- From day 6 of the exclusion, suitable full-time education will be provided by the student's home local authority.
- Governors will meet within 15 school days to consider reinstatement of the student and parents and the student will be invited to attend this meeting.
- Sources of information and advice on permanent exclusion.

2.3 Permanent exclusion and the role of the governing board

The governing board (GB) must meet and consider the reinstatement of a permanently excluded student within 15 school days of receiving notice of the exclusion. The GB will convene a panel of three governors to consider reinstatement.

2.3.1 Governing board permanent exclusion meeting

The following people will be invited to the GB meeting to make representations:

- Parents (who can be represented or bring support)
- Student (if it would be appropriate to their age and understanding)
- Headteacher/other relevant school staff
- A local authority representative
- Social worker or Virtual School Head if applicable

The meeting can be held online at the request of parents. Parents can be represented or accompanied to the meeting and any reasonable adjustments required to support attendance and participation will be made.

The Clerk to governors will circulate a pack of papers to all parties, at least 5 days before the meeting. Parents can also submit any information they want to share.

The meeting will be formally conducted and all parties present will be able to speak, ask questions of each other and present their cases fully. The Chair and the Clerk will ensure that the meeting is conducted properly and fairly. The clerk will take minutes of the meeting.

2.3.2 Governing board decision

In reaching a decision, governors will consider:

- Whether the decision to exclude was lawful, reasonable and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safety of the student, other students and staff at the school
- Any information and evidence that was presented to them in representations

After the meeting, governors will deliberate and decide one of the following, to:

- Decline to reinstate the student and uphold the permanent exclusion, **or**
- Direct reinstatement of the student in school immediately or by a particular date

Governors will make their decision, on the balance of probabilities, based on the facts of the case and taking all relevant factors into account. The decision will be recorded on the student's educational record.

Governors will send their decision and the reasons for it, in writing and without delay, to all the parties who attended the meeting.

If the governors uphold the permanent exclusion and decline to reinstate the student, parents will be informed that they have the right to ask for the governors' decision to be reviewed by an **independent review panel** organised by the local authority and the deadline and details for making the request.

3. Independent review panel (IRP) meeting

The local authority will arrange for an independent panel to review the governing board's decision if parents request this within the statutory deadline.

The panel must consider the interests and circumstances of the student, including the circumstances in which they were permanently excluded, and have regard to the interests of other students and people at the school. Parents and the student have the right to attend and participate in the meeting. Parents may also request that an SEN expert is present.

Following the review meeting, the IRP will decide to do one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement of the student
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

4. Governing board's duty to reconsider reinstatement following an IRP

If the IRP decision is to recommend or quash and direct the GB to reconsider reinstatement, governors will follow the guidance set out in Part 12 of the Exclusion Guidance and within 10 school days reconvene.

Governors will reconsider their original decision in light of the findings of the IRP and may reach the same conclusion or decide to reinstate the student. Governors will notify the parents, the Headteacher and the local authority of their decision in writing and without delay.

If governors do not decide to reinstate the student, an adjustment of £4000 will be made to the school's budget.

5. Removing a permanently excluded student from the school register

A student's name will be removed from the school register if:

- No application has been made for an IRP and 15 school days have passed
- Parents have stated in writing that they do not wish to make an application for an IRP

Where an application for an IRP has been made, the governing board will wait until that review process has fully completed before removing a student's name from the register.

6. Sources of further information and advice on suspension and exclusion

- [DfE Guide for parents on school behaviour and exclusion](#)
- [Coram Child Law Advice](#) provide information on suspension and exclusion from school
- Your **local SENDIASS service** if your child has SEND - in Haringey this is provided by [Markfield](#). If you live in another borough you search for contact details [here](#)
- [IPSEA](#) provide information and support on the suspension and exclusion of children with SEND

Appendix 2 SEND students

Fortismere acknowledges its duties under the Equality Act and the SEND Code of Practice in respect of students with special educational needs and disabilities. It is recognised that some students may need help and support to meet our behaviour expectations.

All students must adhere to our Behaviour Policy. Our policy underpins a calm learning environment and supports a culture of positive relationships which benefits all students, including those with SEND. A key principle for us is to help all students to know and understand the important life lesson that actions do have consequences.

We recognise that this may be more difficult for some students with SEND needs and reasonable adjustments to our behaviour policy will be considered, and may be made, to take into account any SEND need and to help students to meet our behaviour expectations.

A purpose of any sanction is for a student to learn and to alter their future behaviour and reasonable adjustments may be needed to achieve this. If a student with SEND is displaying poor behaviour and this is not related to their SEND need, or if the behaviour is related to the SEND need and strategies or reasonable adjustments have been applied and the student does not respond and rectify their behaviour, then the student should expect to be sanctioned in line with all other students.

Fortismere School will have regard to the [DfE behaviour in schools advice](#) and [Technical guidance for schools from the Equality and Human Rights Commission](#). Reasonable adjustments will vary and will be based on the individual needs of students.

Illustrative examples of reasonable adjustments include, but are not limited to:

- Short, planned movement breaks (use of a Time Out Card)
- Adjusting seating plans
- Adjusting dress code requirements for a pupil with sensory issues
- Small group intervention and support for example social stories and emotional regulation groups
- Assigning key workers and trusted adults in school
- Training for staff in understanding conditions such as autism and ADHD

Appendix 3 Drugs Policy

This policy is informed by the [Department for Education \(DfE\) and Association of Chief Police Officers \(ACPO\) non-statutory advice for schools](#)

Fortismere aims to provide an environment where all members of the school community are safe from harm. The school will take whatever measures it can to protect the community from the use of drugs, from being offered or supplied drugs and from the example of those who use drugs. The school will take a robust approach to any individual or group that puts our community at risk by breaching this policy.

Definition of a drug

A drug is a substance that affects the way in which the body functions physically, emotionally or mentally. For the purposes of this policy by 'drugs' we are referring to:

- All illegal drugs (those controlled under the Misuse of Drugs Act 1971).
- All illegal drugs, including alcohol, tobacco, vapes, volatile substances and solvents that give off a vapour or gas which can be inhaled, amyl nitrates, ketamine, khat and new psychoactive substances or legal highs.
- Over the counter and prescription medicines.

School policy statement

No illegal drugs are allowed on the school site at any time. This also includes other locations or venues controlled by the school at the time, e.g. school trips or visits or anywhere the school is acting in loco parentis. This policy applies to all school staff, students, parents/carers, governors and any partners working with the school.

Any individual who uses, is in possession of, supplies, shows intent to supply, offers or otherwise shares or obtains drugs on the school site including on a school related activity, in the vicinity of the school, or in another location where it nevertheless has an impact on members of the school community, will be subject to disciplinary action, up to and including permanent exclusion. Seeking to influence others or glamorise illegal drugs online or via social media will also be considered a breach of this policy.

Supply or intent to supply means selling, sharing, offering or giving drugs to another person. It does not have to involve the exchange of money or financial gain. Possession means being found with drugs or having control of drugs whether they belong to the individual or not.

Medicines

The school has a procedure for the administration of medicines that must be followed at all times to ensure everyone's safety. Fortismere's Welfare Lead, Ms Izzet, must be notified if a student requires to take medication during the school day. The medication must be held by the school.

Smoking/ Vaping

The school site is no smoking at all times. Students are not permitted to bring smoking materials including matches and lighters onto the school site. This also applies to vaping and electronic cigarettes.

Drugs Education

Fortismere believes that accurate knowledge and information is essential for students and will provide a programme of drug education to enable them to make safe, healthy and informed choices. Age appropriate education and support will be delivered through the PHSE and Science curriculum, assemblies, tutor time and external agencies. The school will work closely with local partners, such

as other schools, the local authority, the police and other organisations to develop and share good practice in relation to drugs education, awareness and prevention.

Dealing with drug related incidents

Incidents involving drugs will be considered individually and dealt with in accordance with the school's Behaviour policy. The school acknowledges its duties under the Equality Act and will always take individual circumstances, including any special educational needs, into account when dealing with a drugs related incident.

Permanent exclusion is not an automatic response to a drug related incident. The school will balance the needs of the individual student concerned with the wider school community. Permanent exclusion is considered where there is a serious breach of the Drugs policy and allowing a student to remain at Fortismere would seriously harm the education, safety or welfare of the student or others at school.

Drug related incidents outside school

The school may impose sanctions, up to and including permanent exclusion, on a student for drug related incidents outside school where this could:

- Have repercussions for the orderly running of the school;
- Pose a threat to another student or member of the public;
- Adversely affect the reputation of the school.

Individuals found in possession of drugs

The school reserves the right to search students if they have reason to believe they are in possession of anything that is illegal or dangerous or a banned item (see Appendix 6). If any student is found in possession of an illegal drug on the school site it will be confiscated. The school may contact the Police for discussion or advice. Any confiscated drugs will be destroyed or given to the police.

Parents/carers will be informed (unless for safeguarding reasons this is not in the student's best interests), other relevant professionals and agencies will be informed or consulted as appropriate.

Support for students

The safety and welfare of students is of the utmost importance and interventions will be made if the school thinks that a student is showing signs that indicate risk of involvement with drugs, whether from their own or the involvement of others. Interventions may include:

- Support and advice in school (Pastoral staff, Head of Year, School Nurse, Counsellors, Social worker in school)
- Referral to specialist agencies (Insight)
- Working with statutory agencies (Local Authority (universal and/or targeted services), School Liaison Officer)

Confidentiality

If a student makes a disclosure or a reference to being involved, or likely to be involved in drug activity, then the staff member will take the matter seriously and may deal with it as a matter of child protection in line with the school's Safeguarding policy. If a member of the school community wishes to make a confidential referral to the school regarding drugs or drug use they can do so using the My Voice referral system. (see Safeguarding pages of the school website)

Organisations providing information on drugs

[Insight Platform – Humankind](#)

[Advice for parents & carers | FRANK](#)

[Drugs & Alcohol | Mental Health | Guide For Parents | YoungMinds](#)

[Children and drugs | NSPCC](#)

Appendix 4 Mobile Phone Code of Conduct

Fortismere School recognises that personal communication through mobile technologies is an accepted part of everyday life but that such technologies need to be used well. Personal safety is vital, and it is the school's responsibility to make sure that students feel safe so that they can engage in their learning and develop as responsible caring young adults.

As a result of on-going concerns over the misuse of smartphones and the negative impact that this misuse may have on the wellbeing of the members of our school community we do not permit KS3 and KS4 students to bring smartphones, i.e. internet enabled, camera phones to school.

Students are allowed to have a non-smart mobile phone with them in school, however, this must remain switched off and in their bags during school hours; this includes clubs and after school activities and trips. These mobiles must not be kept in students' pockets at any time.

KS5 students are permitted to have smartphones, but these should be used with discretion and, if used in class, with permission.

If a KS3 or KS4 student is seen with, or uses a phone, it will be confiscated. Phones will not be returned the same week they are confiscated and therefore, we encourage you to ensure your son or daughter adheres to the rules as they will be without the phone for a period of time.

Phones will only be able to be collected on scheduled days between 3.30pm and 4.30pm from the South Wing Office. You will be notified via Parentmail of your collection date. If the collection date falls on a half day at the end of term, collection will be available between 12.30 and 1.15pm. If the collection day is a scheduled INSET it will be available to be collected the day after the closure.

If a parent/carer is unable to collect on the scheduled date and time we will keep the phone until they are able to collect it. Phones will not be able to be collected at other times.

The school reserves the right to increase the period of confiscation if a student breaks this Code of Conduct repeatedly; if this is the case parents will be invited in to meet with a member of the pastoral team or a senior member of staff.

Fortismere School accepts no responsibility for replacing lost, stolen or damaged mobile phones or devices if they are brought into school. The school accepts no responsibility for students who lose or have a mobile phone stolen while travelling to and from school. It is the responsibility of parents/carers to ensure that students leave for school without a smartphone.

Parents and carers are reminded that in cases of emergency, the school office is the first point of contact and office staff can ensure students are reached quickly and assisted in any relevant way. Passing on messages through the school office also reduces the likelihood of disrupting lessons inadvertently. This also applies for clubs and activities that take place after school hours.

Appendix 5 Dress Code

Although we do not have a uniform, we do expect students to dress in a suitable manner and wear appropriate clothes and shoes for a working school day.

All jewellery must be removed during PE lessons. Expensive jewellery and clothing are unsuitable for school. We cannot take responsibility for the loss or damage of these items.

All outside coats and jackets must be taken off when inside the classrooms. Hats must be taken off when entering the buildings.

Appropriate	Inappropriate
An unbroken line of clothing from shoulder to mid-thigh. Midribs and backs are to be covered at all times. Clothing that completely covers all underwear. Appropriate footwear must be worn for health and safety reasons.	Bandanas and other headgear except when worn for religious reasons. See through or ripped clothes. Graphics and images that promote the use of alcohol or drugs, swearing, gangs or attacks on the identity of individuals or groups. Underwear showing. Flip-flops / crocs/ sliders / bare feet.



Appendix 6 Searching, Screening & Confiscation and Use of reasonable force

Prohibited/banned Items

Students may not bring in to school any banned, dangerous or antisocial items. Our list of banned items is as follows:

- Knives or weapons of any sort
- Cigarettes, vaping equipment, matches, lighters
- Internet enabled mobile phones/smart watches/devices
- Fireworks
- Alcohol, drugs, or legal highs
- Aerosol cans
- Pornographic material
- Chewing or bubble gum

Staff have the right to search students' property without consent and confiscate items which are considered dangerous or are prohibited. The school cannot be held responsible for the loss of valuable items and students should avoid bringing such items into school.

All school staff have the right to confiscate, retain or dispose of student's property if it is not allowed in school and is seen or found as a result of a 'with consent' search where reasonable to do so. Staff also have the right to confiscate prohibited items found as a result of a search 'without consent'.

Items will be confiscated if they are:

- A prohibited or banned item
- A threat to others
- Likely to disturb learning
- Against the dress code
- A risk to health and safety
- Illegal e.g. a weapon or racist material
- Undermining the ethos of this school e.g. being in possession of material in paper or online which might cause tension between one community and another or one student and another

Confiscated items will be handed to a member of staff in Reception. All confiscated items will be stored in a secure place. If the item is banned by school or could cause harm or the student continues to bring in or use the item(s) then further sanctions will be applied. This will include parents/carers having to collect confiscated items in person. Items which will not be returned include inappropriate material, vapes, cigarette lighters, cigarettes or items which are unlawful or are hazardous in nature.

Guidance for staff conducting searches

If there are reasonable grounds to suspect that a student has banned/prohibited items with them in school then staff are permitted to conduct a search. Staff will follow the [DfE Searching, screening and confiscation guidance](#)

Searching with consent from the student

- Ascertain whether you have reasonable grounds to suspect that a student has a banned/prohibited item in their possession (e.g. suspicious footage on CCTV; suspicious behaviours; reports or suspicions about a student having a prohibited item; strong smells of drugs etc);
- Do not conduct a search on your own (a senior member of staff, trip leader, a member of the pastoral or safeguarding teams should be involved when conducting a search);
- The person leading the search should be the same sex as the child being searched, where possible;
- Find a private area, away from other students, in which to conduct the search;
- Explain to the student who you are and why you would like them to consent to a search;
- Ask if they have anything in their bag or in their possession that might be classed as prohibited;
- Students can only be required to remove 'outer clothing'. 'Outer clothing' is clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear. This includes jackets, hats, shoes, boots, gloves and scarves (this excludes scarves and turbans worn for religious reasons which students should not be asked to remove).
- Be respectful and considerate about items of a personal nature (such as sanitary items) which may be seen during a search.
- **No** member of staff is permitted to conduct an intimate search and if there is a risk that may require this, then the DSL and/or Headteacher should be contacted immediately for advice and support. The police may be contacted as intimate searches can only be carried out by the police. There must be an appropriate adult in any search alongside the police.

Searching without consent from the student

- If a student does not give consent, only a member of staff designated by the Headteacher are allowed to continue with the searching of a student. Authorised staff are members of the SLT, the DSL and DDSLs, Pastoral Leads, Heads of Year and any other staff member who receives authorisation from the Headteacher such as a trip leader.
- If a student does not give consent for a search whilst on a trip, student safeguarding will be your determining factor in deciding whether or not to carry out your search. If there is deemed to be a risk to the health and safety of the student and/or other students then a search following the above guidelines should be conducted.
- The power to search without consent permits a personal search involving the removal of outer clothing and searching of pockets.

The school is not required to inform parents before a search takes place or to seek their consent. The school will inform parents where alcohol, illegal drugs or harmful substances are found but there is no legal requirement to do so.

Appropriate sanctions will be applied in accordance with our Behaviour policy. If police involvement happens then a request would be made by the school that an appropriate adult be appointed for the student.

The use of reasonable force

There are circumstances when it may be appropriate for staff to use reasonable force to safeguard children. School staff will follow the advice in [DfE Use of reasonable force in schools](#)

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain students. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to:

- Prevent pupils committing an offence
- Injuring themselves or others
- Damaging property
- Maintain good order and discipline at the school or among pupils

Authorised school staff may also use such force as is reasonable given the circumstances when

conducting a search for:

- Knives or weapons
- Alcohol, illegal drugs, tobacco
- Stolen items
- Fireworks
- Pornographic material or images or any articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm

When using reasonable force staff will consider the risks, carefully recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Appendix 7 Anti-Bullying

At Fortismere we believe that bullying in all its forms is absolutely unacceptable and it will not be tolerated at our school. Bullying can have a devastating effect on individuals, be a barrier to learning and harm social and emotional well-being and personal development. We will put in place actions to prevent and respond to bullying as well as support for those affected by it.

Schools have a duty to safeguard and promote the welfare of children. In line with our Fortismere Four we want to ensure that all our students can learn and enjoy school in a safe environment, where relationships are based on mutual respect. When bullying is reported we will take this seriously and investigate and respond appropriately. We recognise that bullying is a behaviour concern and our Behaviour policy sets out the sanctions and support for dealing with behaviour concerns.

Links with other documents and policies

This document is based on the Department for Education advice [Preventing and Tackling Bullying](#) and takes account of the statutory guidance in [Keeping Children Safe in Education](#).

This policy links with other school policies and documents including:

- Behaviour policy
- Complaints policy
- Safeguarding and child protection policy
- Online safety policy
- Data Protection policy
- ICT acceptable use

Definitions

We regard bullying as behaviour by an individual or group that intentionally hurts or threatens another individual or group either physically or emotionally. Bullying is not a one-off incident but behaviour that is repeated over time. It can also be an imbalance of power in a relationship and can happen face to face or online.

Bullying can include the following:

- **Emotional:** Being unfriendly, unkind, threatening or tormenting others.
- **Cyber-bullying:** Bullying or harassment that takes place online, on social networking sites, by email, by mobile phone calls and messages.
- **Direct or indirect verbal:** Name-calling, taunting, spreading rumours, teasing.
- **Physical:** Hitting, kicking, pushing, any use of violence or aggression, taking belongings or causing damage to another person's property.
- **Racial:** Racial taunts, graffiti, gestures.
- **Sexual:** Sexual remarks or gestures, displaying or sharing sexual material, unwanted physical attention or inappropriate touching.
- **Discriminatory:** Any discriminatory comments or behaviour relating to aspects of someone's identity: including homophobic, transphobic, sexist or religion based.
- **SEND and Medical:** Unkind remarks or comments about special educational needs, disability, illness or a medical condition.

Prevention

The school will use a variety of methods to help prevent bullying which includes:

- Regular promotion of anti-bullying, mutual respect and tolerance through the PHSE curriculum, assemblies, Pastoral curriculum and special events.
- Encouraging students to use technology, especially mobile phones and social media positively and responsibly. We support this by not allowing students to have access to smartphones during the school day (see the Mobile Phone code of conduct)
- Challenging practice and language which do not uphold the Fortismere Four
- Creating 'safe spaces' in school for vulnerable students
- Gathering student voice on how safe they feel in school.
- Creating student leadership opportunities to help promote the school values.
- Providing relevant staff with information and training opportunities.
- Hosting parent/carer information sessions on relevant topics e.g. online safety.
- Working with the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.

Cyberbullying - Guidance for parents

Bullying behaviour experienced by students is often carried out online via social media sites. The school does not permit smartphones onsite to help prevent cyberbullying during the school day but access to devices is out of the school's control when students are not on the premises. Parents and carers should regularly monitor their child's use of any devices and the sites and apps they are using to ensure it is safe and age appropriate. (see the school's website for further guidance)

Reporting bullying

We encourage students to keep themselves and those around them safe by being alert and reporting any issues or concerns they have through the channels available to them. We will work to ensure that students feel able to and know how to report bullying concerns to school staff by:

- Ensuring students know that bullying can be reported to any member to staff, either as a victim or witness.
- Highlighting the key staff in school that will deal with bullying concerns and provide support: Tutors, Pastoral Support Managers, Heads of Year, the Designated Safeguarding Lead and Child Protection team.
- Making sure that students and parents are aware of the school's online channels for reporting any concerns. (My Voice - see the school website for link)
- Providing signposting information and support for students and their parents/carers on dealing with bullying and social and emotional challenges.

Responding to bullying

Where bullying is found to have taken place, by any means, whether in school or out of school, action will be taken to protect the well-being of those involved. For bullying to be dealt with effectively all staff need to take appropriate action to ensure the victim is supported and the perpetrator challenged and the incident recorded. The following guidelines will apply, depending on the specific nature of the bullying:

- If bullying is suspected or reported, the incident will be dealt with by the member of staff who has been approached, contacted or witnessed the concern. The member of staff will inform other key staff and parents/carers, where appropriate.
- Appropriate support for the person being bullied will be put in place.
- Appropriate action will be taken to deal with the perpetrator of any identified bullying.
- The DSL will be informed of bullying issues where there are safeguarding concerns or additional needs or issues.
- Other agencies may be consulted or involved including: the Police or Local Authority services such as Early Help or Social Services.

Sanctions for bullying behaviour

Sanctions, in line with the school Behaviour policy, will be applied in response to bullying behaviour and will vary depending on the nature and severity of the behaviour. Where there is serious bullying, exclusion from school will be fully considered to ensure the safety of the school community. In some cases, the school may report the bullying to the Police and other statutory services.

Support for bullying

In most cases of bullying, support for both the victim and the perpetrator will be put in place. Restorative work with the perpetrator will aim to support them to change their behaviour and to understand its impact on others. Support may include the following:

- Mentoring and counselling
- Use of report cards
- Monitoring by Pastoral Support Managers, Tutors or Heads of Year
- Restorative conversations
- Contact with parents/carers
- Contact with external agencies

Support for victims of bullying will aim to make the student feel safe and secure in school and may include the following:

- Opportunities to discuss the experience with a trusted member of staff or the Designated Safeguarding Lead.
- Mentoring, counselling and working with Pastoral Support staff to restore confidence and self-esteem and build resilience.
- Signposting to support services and advising parents/carers on how to support at home, including supporting the use of social media.
- Adjusting seating plans, classes or timetables.
- Being clear about the actions taken to deal with the bullying without revealing specific details.
- Working with local agencies and organisations to provide further or specialist advice and support.

Engaging with parents and carers

We want to work with parents and carers to help them understand our approach to bullying and to support us when responding to an incident of bullying. To achieve this we will:

- Make sure that key information about bullying (including policies and points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying.
- Work with parents/carers and the local community to address issues beyond the school gate that may give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
- Ensure that parents and carers work with the school to role model positive behaviour for students, both online and offline.
- Communicate with parents/carers in a timely manner where there are bullying concerns. However, staff have many demands on their time and may not always be able to make contact as soon or as frequently as parents would ideally like.

Monitoring and review

The school will ensure that they monitor and evaluate procedures to ensure that the policy is being consistently applied. The DSL will lead on the implementation of this policy and the Headteacher will be informed of bullying concerns, as appropriate. The Headteacher will report to the governing body on incidents of bullying.

Useful links and support organisations

- [Anti-Bullying Alliance](#)
- [Childline](#)
- [Kidscape](#)
- [Internet matters: cyberbullying](#)
- [UK Safer Internet Centre: online bullying](#)
- [Diana Award: anti-bullying](#)

Appendix 8 Rules and Rewards

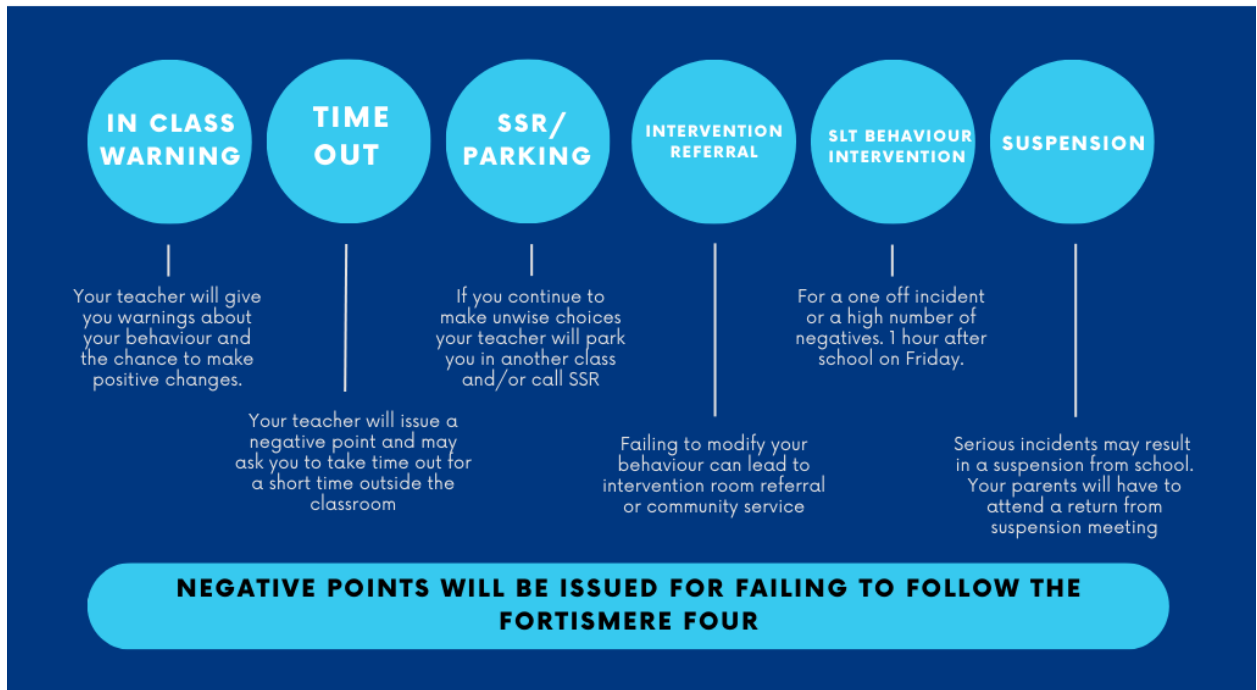
Be Ready • Arrive on time • Bring all equipment needed • Do your homework and preparation for class	Be Respectful • Use positive language at all times • Dress appropriately • Be tolerant of others
Be Safe • Wear lanyards • Move safely around the site and to and from school • Careful use of social media	Be Kind • To peers • To staff • To the wider community

The fortismere four





BEHAVIOUR SANCTIONS



Appendix 9 Home School Agreement

As a school we have high aspirations and work tirelessly to raise the achievement of our students. Our school ethos is based on the core values of respect and kindness which is reflected through all our practices. We recognise the importance of removing barriers related to inclusion and diversity in order that young people can achieve their potential personally and academically. Our Home/School agreement reflects our desire to work with our students and their families to ensure the best possible experience of learning and personal development during their time at Fortismere School.

As a school

We will:

- Support our students' wellbeing and safety by providing a safe, supportive and caring environment.
- Help and encourage our students to reach their full potential, taking into account diversity and inclusion needs.
- Provide a broad and balanced academic curriculum that caters for all our students, as well as supporting personal development through the pastoral curriculum and enrichment opportunities.
- Monitor and update parents on student progress at annual parent meetings and through Progress Point assessment updates.
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer, and respond to any concerns from your child or parents/carers
- Promote high standards of behaviour, and outline clear expectations in our Behaviour Policy so we can maintain a safe environment for all students.
- Set homework that supports the delivery of the curriculum and mark it where appropriate.
- Communicate between home and school through the weekly Newsletter, text, email and the school website.
- Respond to communications from parents in a timely manner, in line with school policies and procedures.

Parents/carers

I/We will:

- Make sure my child attends school regularly and on time. I will notify the school if my child is absent.
- Make sure my child is dressed appropriately according to the school dress code, including wearing their lanyard, and brings the necessary equipment to school.
- Support the school to make sure my child maintains a consistently high standard of behaviour, and support school sanctions if they do not.
- Encourage my child to try their best so they can reach their full potential.

- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn.
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff.
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that.
- Make sure that my child completes their homework on time and raises any issues with their teachers
- Read and follow the school's policies and procedures, including those related to smart phones and safeguarding.
- Treat all members of the school community with care and respect.
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child.
- Read any communications sent home by the school and respond where necessary.

Pupils

I will:

- Arrive at school and my lessons every day on time and ready to learn.
- Try my best to do my work and ask for help if I need it, following expectations for learning in the classroom.
- Do my homework on time and raise any issues with my teachers.
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour.
- Speak to an adult about any concerns I have about my or other pupils' safety.
- Dress appropriately according to the school dress code, and wear my lanyard every day.
- Bring to school all the equipment I need each day.
- Treat all members of the school community with care and respect.
- Understand and follow the school rules, the Fortismere Four (ready, respectful, safe, kind).
- Look after school equipment, and show respect for the school environment.
- Move around the site safely, showing respect to all other members of the school community.
- Behave in an appropriate manner on the way to and from school, showing respect for the local community.