

Friesland School – Behaviour Policy



Rationale

The school consulted extensively with a range of stakeholders throughout 2018/19 in putting this new policy together. There was recognition that there was a need for change and the two key stakeholders during consultation were those that lie at the heart of behaviour on a school – staff and students

Principles of the new Policy

- A recognition that a positive and respectful culture leads to good behaviour – mutual respect in all its forms lies at the heart of this policy
- Good behaviour is good for everyone and is a pre-requisite for learning taking place
- Good behaviour at school is where everyone can learn and feel safe
- A desire to place positives, rewards and relationships at the centre of the policy whilst still acknowledging the need for consequences as necessary

Rewards

Teaching staff are asked to focus on the positives in class and reward in a 'live' way using 'class charts'. This new system is used for seating plans, recording reward points and behaviour points. The points totals will be linked to trip invites, certificates and prize draws. Consistency is vital for this to be successful. Staff are to share a consistent message which feeds through the curriculum and ethos of the school.

Key points for staff:

- Meet at the door where rooming allows this to happen – it is particularly important after break and lunch-time
- Check uniform as students enter the room, making sure it is correct
- Do not let lateness disrupt a lesson but ask the student to explain their lateness and sanction it as a classroom teacher as appropriate
- Use positive language with students (will be addressed through 'Attachment' training)
- Stay calm, factual and avoid argument
- **Respect:** Use this language in our dialogue with students. *For example:* "How are you showing respect for ... right now?".
- Our key message of **RESPECT** is to cut through our entire message on behaviour and to feed into the curriculum.
- Staff to maintain a respectful tone with students at all times, even when that may prove challenging. Remove the student from the situation, do not lose composure. With regards to raising your voice, we would like that to remain the exception rather than the norm.

- All staff to be given a new 'out of lesson pass', bright yellow on a bright yellow lanyard. Any student found out of lessons without a lanyard to be challenged and escorted back to their lesson, with a follow up sanction from the department.

Attachment training will take place throughout 2019/20 on elements of the above.

Key point for students:

RESPECT your environment: Litter, graffiti

RESPECT your school: Uniform

RESPECT the staff: Be polite to all staff, at all times

RESPECT each other: Language and attitude to other students

RESPECT your learning: Be on time, try your best, no disruption

When students show our values of respect in each lesson then they get a point on Class Charts. Above and beyond= 5 points.

The Curriculum:

RESPECT the rights of others

RESPECT different cultures and religions

RESPECT key British values

More to be added here as we fully map out the curriculum 3I's of the curriculum in 2019/20

An introduction of mobile and headphone free zones around school, at the entrance to departments. Students using their phone in those areas will have it confiscated for the day.

More non-recyclable bins, recycling bins and seating areas around school. Good behaviour around litter and challenge those students not respecting the site:

New Respect Bonus Scheme – Golden Tickets:

- Wider leadership, and duty staff, will carry 'Golden Tickets'. Whenever they see students putting litter in a bin, picking litter up or generally respecting Friesland School they will give the student(s) a 'Golden Ticket'. The student places their golden tickets in the box in student services
- All staff will have 'golden tickets' to award whilst on duty or around the site
- HoY/HoD and Wider Leadership also have 'Golden Tickets' to award. They do this either by visiting lessons and asking if any student deserves one, or teaching staff nominate them for one. This is not about the academic, but about character building, exceptional effort and showing the Friesland values of respect outlined above. Again, they then go into the box in student services.
- There will be a £20 prize draw each half term of Golden tickets
- Students can eat food anywhere on site, but this will be reviewed if litter becomes an issue. Produce purchased in the dinner hall is to be consumed in the dinner hall.

Systems and Logistics

Our Consequences System

Our consequences system stays but in a different format to previous years:

- On call to be run out of room C7 in Student Services
- On call is only for emergencies where teaching is being disrupted. Staff only e-mail a student is missing after 15 minutes, unless a student has a risk assessment in which case they e-mail **immediately**
- When an 'on call' incident occurs, the member of staff e-mails the 'on-call' e-mail group and the 'on call' member of Wider Leadership attends
- The 'on call' member of Wider Leadership will resolve the issue, ideally finding a way to re-integrate the student into the lesson but if need be removing them to a more senior colleague in the department for the rest of that lesson
- If the incident is more serious (some C3s), the student may be placed on a 'pathway' for the rest of the day
- On call scores, which is where a member of wider leadership visits lessons and collects effort scores for identified under-performing students, are now collected by senior staff on a separate rota
- On call system managed by the Assistant Headteacher: Behaviour and Attitudes with support from the Key Stage Managers/Heads of Year: issues then passed onto Deputy, then Headteacher if necessary.
- Staff to be aware that a C1 will now go home via class charts, so staff should informally warn students; 'if your behaviour does not improve I will use the consequences system' for example.

Where members of wider leadership have non-contact time, the expectation on is that wider leaders are out and about being a presence in their area/around school. Even if that means working in corridors or outside classrooms where support for colleagues may be required using the weekly 'heat map'. This should lead to less on call incidents, as we will be able to be more proactive. LESS on calls, LESS C2's: PROactive where possible rather than REactive.

Uniform

- Students are taught to wear their uniform with pride throughout the school year and across time the huge majority have done so
- Those students who do not wear uniform correctly are to be challenged about it in form, in lessons and between lessons.
- Perpetual offenders will be put on uniform report by the relevant Head of Year, then appropriately sanctioned where necessary

Lates

- The importance of good punctuality to be stressed to students throughout the school year – we are preparing students for the world of work

- If a student is late three times they will be sanctioned – Heads of Year to be more involved in the decision-making with individual students
- An L2 to be added as a sanction on class charts, we can then track through as we do C2's and C3's

Detentions

These are to be de-centralised to an extent in 2019/20

- Where a C2 is issued in a department and not returned, the detention takes place in the department
- Departments decide how they run these detentions. A report to be run weekly to make sure that all C2's are being followed up.
- Failure to attend a C2 detention works through the department system before being passed onto the Friday leadership detention.
- A C3 = whole school detention, and either isolation for the rest of the hour's lesson where it is issued or the whole day. On call to make that decision. Failure to attend a C3 after school detention leads to a pathway plus an after school detention the following day.
- Multiple C2 (3 or 4 per half term) will lead to a pathway of half a day and a whole school detention of one hour
- Multiple C3/C2 may lead to time spent in the therapeutic room out of mainstream lessons, at the discretion of the pastoral team.
- **Parents to be informed the evening before that their child will be educated away from their normal timetable the following day. The student is then better prepared for this the following day.**

Friday detentions:

- This will be run in the library and staffed by the senior leadership team
- By the time a student has reached this sanction, it will be very serious
- Failure to attend this detention will almost always lead to a pathway on the following Monday. This decision is made on the Friday evening with pathways sorted then.

Academic Support Base (ASB)

The ASB is being developed to support students at Friesland School who are currently struggling to engage with the curriculum or attend school on a regular basis. Most success will occur with students if identified early in their transition to secondary school. The base will be run as part of the Attachment Awareness School's Programme following a recent successful application to the programme. The school's Mental Health lead and a Head of Year will be trained in Attachment Theory in the course of 2019/20. Whole staff training in Attachment Theory will also be delivered in the course of the academic year.

Students who are deemed appropriate for admission to the base will be prioritised in discussions between the HOY / Key Stage Managers, the SEND department and the Mental Health Lead. The base will be staffed at all times with at least one teaching assistant or CSA.

Students will have individual timetables which may consist of full-time attendance at the base for a period of time or a combination of mainstream lessons, base time and therapeutic input. Academic learning will occur in the base with therapeutic sessions occurring in the bungalow.

No students will be able to self-refer to the unit or attend without consultation occurring, parents will be involved throughout the process and will be invited to school to discuss the purpose, process and impact of their son's/ daughter's attendance in the ASB.

In order for the provision to work it is crucial that students keep up with mainstream lessons, therefore if a student who you teach is attending the base, relevant work and resources must be provided for the student. On occasions, groups of students from the same year group may work together on specific pieces of work. Staff may also accompany students to practical lessons such as Science or Technology to observe demonstrations or use specialist equipment.

Once a student commits to working in the ASB their progress will be monitored weekly and regular reviews with "key" staff and parents will occur. Students who would normally receive in class support may require this TA support in the base. The whole principle of attachment awareness is based around building quality relationships between students and staff.

Student Services continues as a safe space where students who need support can go to. It should always be for 'triage' as students need to be in lessons, experiencing the full curriculum