

Friesland School



Behaviour Policy and Exclusions Policy

Our behaviour policy during Covid-19 – temporary adaptation of behaviour policy:

During the current Coronavirus crisis, the school's high expectations of behaviour will remain the same. Whilst we hope that we will not have to employ sanctions with students due to poor behaviour during this period, if consequences are required then the school may have to adapt these due to safety measures and an inability to run internal exclusions in the same way at this time. The school will always act in a fair and reasonable way that does not impact on social distancing measures or the safety of staff or students when doing this. During this period, students are expected to wear full school uniform.

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.

We are consulting again in 2020/21 and adapting this policy to maintain and improve upon our current practices and procedures.

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 will be used for seating plans, recording reward points and behaviour points. The points totals will be linked to trip invites and certificates. 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:

- Greet students on arrival in the classrooms (whilst maintaining distance) – 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
- 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.

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

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:

Respect Bonus Scheme – Golden Tickets:

- Wider leadership, and duty staff, can issue ‘Golden Tickets’. Whenever they see students putting litter in a bin, picking litter up or generally respecting Friesland School they will take the name of the student(s) and give a ‘Golden Ticket’ via ClassCharts.
- All staff can reward with a ‘golden ticket’ via Classcharts whilst on duty or around the site

- HoY/HoD also award 'Golden Tickets' via ClassCharts. 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 and showing the Friesland values of respect outlined above.
- 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.

Systems and Logistics

Our Consequences System

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

- Staff to be aware that a C1 will now go home via Classcharts, so staff should informally warn students; 'if your behaviour does not improve I will use the consequences system' for example.
- C1 issued and recorded on CC
- C2 issued and recorded on CC. HofY to run a daily report and tutors to collect C2s during registration – a labelled box could be used to collect the sheets.
- Failure to complete a C2= 30min subject detention and a phone call home. Failure to attend = 1hr subject detention and phone call home.
- Detentions to run with strict safety measures – hands sanitised on entry, 2m distancing, desk to be wiped down before the student sits down.
- C3 – student is removed from the class and placed in another class within the bubble or sat with a TLR holder in that area, the class teacher to phone home on the day of the incident. A C3 detention is to be set for the day after the incident – this should be entered on CC and mentioned during the phone call home. A C3 consequences detention to run nightly with the wider leadership team on a rota basis.
- Friday leadership detention – HofY and Directors to act as gatekeepers. Students gaining multiple C2s to be given a Friday detention.
- On call is only for emergencies where teaching is being disrupted through unsafe behaviour or defiance to the school rules. Staff only e-mail if 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 needs be removing them to a more senior colleague in the department for the rest of that lesson. Students will need to remain within their year group bubble.
- On call system managed by the Assistant Headteacher: Behaviour and Attitudes with support from the Heads of Year: significant issues passed onto the Headteacher when necessary.

- The collecting of on call scores will resume after a period of familiarisation with the new C19 measures. 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

Where members of wider leadership and TLR holders have non-contact time, the expectation is that wider leaders are out and about being a presence in their area/around school. This may mean working in corridors or outside classrooms where support for colleagues may be required. This should lead to less on call incidents, as we will be able to be more proactive. FEWER on calls, FEWER 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. Tutors can issue green slips as spare uniform will not be able to be loaned by school.
- Perpetual offenders will complete detentions with the relevant Head of Year and home will be contacted.

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:

Detentions are unlikely to run during the autumn term in their traditional format. Some detentions may take place if C19 restrictions allow; further guidance will be issued as and when it becomes available. Friesland School will always respond fairly to students and seek to achieve a positive resolution.

For persistent issues that have not been resolved through the interventions/contacting home by the class teacher/HofD/Director then the Friday night leadership detention will still be available.

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 and there should have been attempts to resolve the issue by the class teacher/HofD/Director – this will include regular communication with home.

- Directors and HofY will be able to place students into the Friday detention.
- Failure to attend this detention will lead to further contact with home and further sanction decided upon by the leadership team.

Academic Support Base (ASB)

Friesland remains committed to the use of the ASB to support student but due to the Coronavirus ASB support will need to run in an alternative format – support will provided within Y7-9 bubbles in the first instance.

The ASB has been 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 were trained in Attachment Theory in the course of 2019/20. Whole staff training in Attachment Theory was also delivered in the course of 2019/20. This work will be revisited and developed in the course of 2020/21.

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

The support offered by student services staff will continue; although in a different form. Staff will be relocated around the school to offer support and intervention.

Exclusions Policy

The use of Exclusions Exclusion is a disciplinary sanction to be used only by the Headteacher or a member of the SLT where he or she is acting in the Headteacher's absence.

Internal exclusions

Friesland runs a variety of internal exclusion options, including pathways and 1:1 isolation, to work in a positive way with students in order to rectify poor behaviour. A Head of Year can recommend that a student serves an internal exclusion for behaviour which is unacceptable but which does not warrant a fixed term exclusion. In most cases an internal exclusion day includes a 1 hour detention, so finishes at 3:40pm.

Fixed term exclusions

A decision to exclude a pupil should be taken only if: a) In response to serious breaches of the school's behaviour policy; and/or b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Fixed term exclusions can range from between a day (or part day) up to 5 school days. Friesland School will provide work during the period of fixed term exclusion, which we expect to be completed and returned.

Permanent exclusions

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: a) Serious actual or threatened violence against another pupil or a member of staff b) Sexual abuse or assault c) Supplying or use of an illegal drug d) Carrying an offensive weapon.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where a head teacher has permanently excluded a pupil for: a) One of the above offences; or b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or possession and/or use of an illegal drug on school premises the Secretary of State would not normally expect the governing body or an Independent Appeals Panel to overturn the decision to exclude.