



FOUNDRY COLLEGE

RELATIONSHIP / BEHAVIOUR POLICY

Document Control Information

Version	DATE	DESCRIPTION
1	01/09/2015	Changes to terminology
2	14/09/2016	Remove Mary Rome. Replace "Full value contract" with "The Non Negotiables" Creation of Appendix 2 "The Non Negotiables" General tidy up Removal of Appendix 1 to separate document Guidance....
3	13/09/2017	Reference to the recording of achievement and behaviour using SIM's Minor amendments
4	10/09/2018	Minor amendments and update to "The Non Negotiables". Inclusion of Attitude to Learning matrix

Reviewed	10/09/2018
Responsibility	Tom Scantlebury
Committee	Teaching and Learning
Review Date	10/2019
Signed	Suzanne Richards

Our College Vision Statement Underpins all our Policies Creating a Safe, Respectful Learning Environment for All

- Excellence that inspires learning, achievement and enjoyment for all
- Supporting all learners to fulfil their potential in a challenging and safe environment
- Promoting respect, nurturing the positive and developing skills for life

PRINCIPLES

We encourage all of our pupils to strive to achieve their best and we provide a wide range of pastoral, behavioural and emotional support to enable them to meet their academic targets. We therefore aim to ensure that all pupils feel comfortable at college and are able to enjoy the positive learning environment that we provide.

Wherever possible, we aim to use positive strategies for behaviour / conduct management and will work together to promote the rights and responsibilities of everyone within the College.

We will aim to provide personalised education to inspire pupils, develop aspirations and provide the opportunities for dreams and ambitions to come true.

In order to achieve this aim we expect all pupils to conduct themselves appropriately at all times and have a range of interventions to promote and celebrate good conduct. Guidance can be provided to help pupils make good choices.

Each pupil is assigned a tutor. If the pupil requires additional support or guidance then a mentor maybe assigned.

SCOPE

Throughout the college day, pupil conduct is supported, managed and, where necessary, modified by all staff. Foundry College places great emphasis on ensuring a positive learning environment for all pupils and staff and therefore has high expectations that pupils behave politely, maturely, and with consideration for others. We aim to provide learning opportunities within college at all times; however, if conduct continues to be unacceptable an exclusion from college may be required. If exclusion is required, we will contact home and where appropriate send college work to complete; notification will be sent via Schoolcomms. Before the pupil can return to college we will hold a re-integration meeting with their parent, to ensure that the pupil is clear about the College's expectations.

If necessary, we may also conduct a Personal Support Plan (PSP) meeting to identify appropriate interventions that will help the pupil to improve their conduct at college.

The Senior Leadership Team and all staff continually review and discuss conduct patterns, attitudes to learning, areas of concern, and PSPs for individual pupils. We are proud that we have procedures and staffing in place to ensure that we 'know our pupils well' and that we are able to provide effective, customised support to ensure a safe, respectful and productive working environment in our college.

ALL STAFF

All staff members will be proactive in their approach and in their understanding that a positive learning environment, where issues are dealt with quickly, will support the resolution of low level events as they arise. Teachers should try a range of strategies and techniques before referring the matter to the tutor.

Staff are expected to manage and secure a safe respectful approach to learning from all pupils.

Staff members may decide to do one or more of the following:

- Talk to a pupil at break or lunchtime
- Discuss the matter with colleagues for support and problem solving
- Set the pupil “catch up homework” if work is not completed in class
- Make arrangements for the pupil to carry out “make up time” to complete missed work or to hold a restorative conversation.

Should the staff member require additional support in the event of relationship breakdown or persistent cause for concern, they may choose to talk to the pupil’s tutor who will support and use restorative practices and the language of choice.

On rare occasions it is recognised that a member of SLT may be notified in the first instance.

For monitoring pupils’ achievement and behaviour incidents, Foundry use SIMS. These achievements and incidents are recorded on a daily basis and regular feedback is provided to parents / carers. Attitudes to learning are tracked and discussed at the review meeting held every half term. (**Appendix 1**)

TUTOR

The tutor will monitor the progress of their tutees using the achievement and behaviour logs in SIMS and form a relationship with both pupil and parent based on the restorative model of high support and high challenge.

Where a tutor has concerns about a tutee, they should notify the Inclusion Manager who may be able to provide further support or specific intervention.

ALL PUPILS

At Foundry College we want all pupils to be able to thrive and succeed in a safe respectful learning environment. This is everyone’s responsibility.

Pupils adhere to following the Non Negotiables (**Appendix 2**) within Foundry College.

We recognise that at times, everyone requires additional support and guidance, and it is expected that all pupils at the college do their best to ensure the learning of others is not disrupted during these periods.

SENIOR LEADERSHIP TEAM (SLT)

In exceptional circumstances the SLT may be required to withdraw a pupil if they pose a direct threat to themselves or to the safety of others. Pupils withdrawn from class will be managed appropriately to the situation, to enable them, after a period of time, to continue their learning. If the pupil is unable to make the right choice at that time and continues to have a detrimental effect on the safe respectful learning environment, an exclusion may be applied as a last resort.

EXCLUSIONS

The decision to exclude a pupil from the College is taken only as a last resort and in response to serious breaches of the Relationship / Behaviour policy or if allowing the pupil to remain could cause serious harm to the education, welfare and / or safety of other pupils. The decision to exclude is taken by the Headteacher. In the Headteacher's absence, this decision will be delegated to the SLT member responsible for the site at the time of the incident.

MOTIVATION AND CELEBRATIONS

We believe that motivation is the key to effective learning and conduct. The most effective motivation comes from within and not in material gain, therefore praise and peer acknowledgement are placed above monetary or similar rewards.

We will motivate pupils through:

- Planning exciting, stimulating and challenging lessons
- Lively and enthusiastic delivery
- Matching work with individual needs
- Listening to young people and valuing their views
- Encouraging young people to succeed
- Expecting high standards and giving due praise
- Genuine support and interest
- Establishing a broad celebration tool box with both academic and social aspects included, available to all pupils e.g. end of term visits, year 11 leavers' day.
- Providing positive feedback to parents / carers

Relevant Policies:

- FC 001 Child Protection and Safeguarding
- FC 005 Healthy Relationships Education
- FC 006 Online Safety and Internet Use
- FC 008 Anti-Bullying
- FC 011 Curriculum
- FC 013 Illegal Drugs and Drugs Education

Appendix 1

BEHAVIOUR FOR LEARNING MATRIX									
Scale Guidance	Score	Attendance %	Progress	Engagement	Leadership	Pride in work	Resilience	Independent Worker	Respectful
Positive Indicators	10	96 -100	Exceeding expected progress in all subjects	Completely engaged in learning	Well-developed social skills. Positive role model within school	Always displays pride their work ensuring it is the best it can be. Is proud of own achievements and is happy for others when they succeed	Fully confident in new and challenging situations	Always takes responsibility for own learning. Knows their own strengths and areas to develop; regularly evaluating their own performance. Uses their time and skills effectively.	Always treats the classroom as a learning environment. Is respectful to peers and staff. Behaviour has positive impact on others.
	9	91 - 95	Exceeding expected progress in some subjects		Consistently meets expectations. Occasional conflict with others		Thinks creatively when facing problems of barriers to learning. Displays resilience and tries different solutions.		

	8	85 - 90	Making expected progress in all subjects	Engaging in learning the majority of the time.	Mostly meets expectations Gets on with almost everyone	Usually displays pride in their work and the achievements of themselves and others.	Able to risk failure. Will usually try to find solutions to problems and often displays resilience when faced with problems.	Usually takes responsibility for their own learning. Acts on feedback to address areas to develop. Usually uses time and skills effectively.	Usually treats the classroom as a learning environment. Often respectful to peers and staff and behaviour doesn't affect the learning of others.
General concerns / indicators	7	81 - 85	Making expected progress in most subjects	Engaging in learning for under half of the lesson time.	Generally follows rules and meets expectations Gets on well with a small group				
	6	76 - 80	Making expected progress in some subjects	Emerging engagement but unpredictable .	Beginning to follow rules and meet expectations Has at least one positive relationship at school		Has some confidence and is willing to ask for and use help		

	5	70 - 75	Making progress in all subjects		Persistent misbehaviour Occasional conflict with others	Work is sometimes lacking in pride and often appears rushed. Attitude to achievement is inconsistent.	Can sometimes display resilience when faced with problems or barriers but is inconsistent	Sometimes takes responsibility for their own learning and attempts to address areas to develop. Sometimes meets deadlines and can use skills and time effectively.	Sometimes demonstrates disrespectful behaviour to peers and staff which can sometimes disrupt the learning of others.
Significant concerns / indicators	4	65 - 69	Making progress in some subjects	minimal levels of engagement. Some evidence of awareness.	Escalating poor behaviour and disobeying of rules. Has trouble mixing with peers				
	3	60 - 64	Making no progress		Loner, does not mix with peers		Requires prompting and reassurance during learning process		
Critical concerns / indicators	2	55 - 59			Numerous fixed term exclusions. Poor social skills	Work lacks pride and little consideration or care is given to the achievements of themselves and others	Offers very few solutions and gives up on tasks easily or fails to attempt them.	Fails to take responsibility for their own learning, often does not use skills or time effectively.	Often demonstrates behaviour to peers and staff which often disrupts their own and others' learning.

	1	below 55	Negative progress	Inattentive and unresponsive	In danger of permanent exclusion. Daily conflict with others		Has little confidence and rarely contributes		
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Appendix 2

Dress and Appearance

- Hats/hoodies and coats are removed whilst learning, but they can be worn outside the building
- Trainers or shoes, not flip-flops or sliders for health & safety reasons
- Dress – not too revealing (material or cut) and with no offensive logos
- Piercings may need to be covered whilst doing sports for health and safety
- No offensive haircuts
- Hair may need to be tied up in cooking for health & safety reasons

Food & Drinks

- Breakfast will be provided at 9.30 am (buttered toast, cereal, tea/coffee)
- No fizzy drinks
- At break time and lunchtime pupils can be provided with squash
- Pupils may not help themselves to food and drink items
- Only water may be taken into lessons
- No chewing gum

Manners / General Conduct

- Make an effort to speak when spoken to
- Use respectful language – swearing will be challenged
- Verbal abuse to a staff member or other pupil is not acceptable
- Physical aggression is never acceptable
- Spitting is not acceptable
- Smoking anywhere in College or on Brambles site is not allowed
- Mobile phones and other electronic devices are not used during the school day and will be confiscated if used. Lockers are available for safe storage of personal items
- Deliberate breakage / vandalism of equipment is not acceptable and parents/carers will be asked to put right any damage
- The staffroom is out of bounds
- Pupils should knock on doors and wait

Behaviour for Learning

- Learning time is learning time
- Make good choices
- Do as you are asked first time
- Pupils should not leave the classroom during lessons
- Learning in a place other than the designated classroom will only be at the instigation of the teacher
- Homework will be set if and when appropriate
- If pupils aren't doing their work in lessons, they may be asked to do it in break/lunch time or for homework