



FOUNDRY COLLEGE

RELATIONSHIP / BEHAVIOUR POLICY

Document Control Information

Version	DATE	DESCRIPTION
4	10/09/2018	Minor amendments and update to "The Non Negotiables". Inclusion of Attitude to Learning matrix
5	23/9/2019	Minor amendments. Reference wearing safety attire.
6	09/09/2020	Minor amendments and Covid Response
7	10/09/2021	Update Logo Minor amendments

Reviewed	10/09/2021
Responsibility	Tom Scantlebury
Committee	Teaching and Learning
Review Date	09/2022
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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 students to strive to achieve their best and we provide a wide range of pastoral, behavioural and emotional support to enable them to meet their targets. We therefore aim to ensure that all students 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 students, develop aspirations and provide the opportunities for dreams and ambitions to come true.

In order to achieve this aim, we expect all students 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 students make good choices.

Each student is assigned a tutor. If the student requires additional support or guidance then a mentor may be assigned.

SCOPE

Throughout the college day, student conduct is supported, managed and, where necessary, modified by staff. Foundry College places great emphasis on creating and maintaining a positive learning environment for all students and staff and therefore has high expectations that students 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 student can return to College we will hold a re-integration meeting via TEAMS, phone or in person with them and their parent, to ensure that the student 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 student 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 students. We are proud that we have procedures and staffing in place to ensure that we 'know our students 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 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 students.

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

- talk to a student at break or lunchtime
- discuss the matter with colleagues for support and problem solving
- set the student “catch up homework” if work is not completed in class
- make arrangements for the student 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 student’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 students’ achievement and behaviour incidents, Foundry uses SIMS. 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 student 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 or Deputy Headteacher who may be able to provide further support or specific intervention.

ALL STUDENTS

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

Students adhere to following the Standards to which we aspire within Foundry College (Appendix 2).

We recognise that at times, everyone requires additional support and guidance, and it is expected that all students 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 student if they pose a direct threat to themselves or to the safety of others. Students withdrawn from class will be managed appropriately to the situation, to enable them, after a period of time, to continue their learning. If the student 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 student 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 student to remain could cause serious harm to the education, welfare and / or safety of other students. 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 students 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 students e.g. end of term visits, year 11 leavers' day.
- providing positive feedback to parents / carers

Response to Covid -19

In order that Foundry College is able to remain open and can continue to provide for the academic and pastoral needs of its students, the safety of the whole community must be protected. It is expected that both students and staff will adhere to the necessary guidance, which is in line with DfE and NHS policy and subject to regular review.

Students are expected to follow the practices outlined in the 'Guidance for Parents and Students' (Appendix 3). Failure to observe requirements with regard to hygiene and social distancing will be taken very seriously and may necessitate a change to provision, following discussion with parents.

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				
General concerns / indicators	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		

BEHAVIOUR FOR LEARNING MATRIX									
Scale Guidance	Score	Attendance %	Progress	Engagement	Leadership	Pride in work	Resilience	Independent Worker	Respectful
	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		

Appendix 2

Dress and Appearance

- Hats and coats are removed whilst learning, but they can be worn outside the building
- Appropriate footwear must be worn depending on the activity being undertaken.
- 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 and science for health & safety reasons
- Safety attire, when required, must be worn during practical lessons

Food & Drinks

- At break time and lunchtime students may be provided with tea or squash
- Students 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 student 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 to be used during lessons and may be confiscated if not put away.
- 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
- Students should knock on doors and wait

Behaviour for Learning

- Learning time is learning time
- Make good choices
- Do as you are asked first time
- Students 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 students aren't doing their work in lessons, they may be asked to do it in break/lunch time or for homework

Appendix 3

GUIDANCE FOR PARENTS & STUDENTS: RISK MANAGEMENT MEASURES

If your child is coming into school for some or all of the time, below is some information about how school is running and what measures are in place in order to minimise the risk to your child and your family:

Entering and exiting the school

- The school day is between 09:30 – 14:45 pm.
- A daily attendance register will be kept.
- If you think your child is unwell, for whatever reason, please keep them at home, but remember to contact Admin to let us know. Attendance@foundry.wokingham.sch.uk
- In order to preserve social distancing rules, no parents / carers are permitted inside the school building. Staff will escort students to and from their parent's car.
- External visitors to the school will be limited to only those that are essential.
- School transport has been assessed for risk and protective measures put in place including restricting the capacity to 3 students and designated seating.

Keeping your child safe.

- Every day, you will be asked if your child or any member of your household has a temperature, a cough or has lost their sense of smell/taste. If the answer is yes, then you **must not** send your child into school and if you have arrived at school with your child, you will be asked to return home.
- If your child develops a temperature or cough whilst in school, they will be taken to our designated isolation room and you will be called to collect them. We expect you to collect them immediately if this is the case.
- Only under exceptional circumstances will Foundry College transport your child home.
- If there is a suspected case of Covid-19 of either a staff member or student, during the school day, necessitating the use of the designated isolation room, following government guidelines, the room will remain closed for 72 hours before being cleaned and re-opened.
- As children are not restricted to the use of one classroom, if a child develops symptoms, their movements will be immediately restricted and everywhere they have been and anything they have touched will be thoroughly cleaned.

Hygiene

- Staff and students will be expected to wash their hands with soap on arrival at school and as often as possible during the day.
- Staff in classrooms will wipe high contact points in the classroom, including desks, door handles and window openers before use, between every session and at the end of the day.
- SLT and other designated staff will clean communal areas two-hourly (8:30, 10:30, 12:30, 14:30)
 - Toilet cubicles- door handles both sides, taps, soap dispenser, toilet roll & hand towel holders, bin lid
 - Reception / SLT Office / Hall– desk surfaces, telephone, door handles, keyboard
- Your child will not change clothes for PE
- Your child will be actively discouraged from sharing any equipment.

Personal Protective Equipment

- Staff will only wear PPE (masks, apron, gloves, goggles) when absolutely necessary – in the event that a student or colleague needs close supervision and is presenting symptoms.
- Staff and students may choose to wear an appropriate face covering for the nose and mouth and strict hygiene measures must be followed.
- If your child requires first aid or medication, this will be administered by a suitably qualified staff member who will take any necessary precautions, which may include the use of PPE.

Classrooms

- Classrooms will have no more than 4 students in them at a time.
- Students will not be restricted to the use of one teaching space.

In order to further minimise risk and to assist students in practising social distancing, the following restrictions are now in place:

- The sharing of food and drink items is prohibited
- Escorted trips to the local shop have been discontinued

Learning Activities

In the interest of consistency and to minimise your child's anxieties, we would seek to keep provision as "normal" as possible whilst being mindful of the need to support our students as they deal with the impact of Covid-19 on their lives in the widest sense.

- Provision on site is education based, not childcare, but the curriculum is driven by the availability of staff.
- Staff will take students outside as often as possible.
- Pastoral support will also be available to students.
- As is current practice, positive handling will only be used if absolutely necessary.

Lunches

- A very much reduced lunch offer (one hot main or one hot vegetarian option) is available from St Crispin's.
- If you wish for child to have a school lunch, please contact Admin.
- If your child is entitled to a free school meal, they will receive a school lunch.

School Uniform

- Previous practice still applies.

Please note that despite all of the above, we are unable to **guarantee** a socially distanced environment due to the nature of our students and the staff ratios required. There will be Senior Leadership presence, a Designated Safeguarding Lead and a First Aider on site every day. Please contact school if you wish to discuss any of the above.

In the interest of the safety of our whole Foundry community, it is essential that we take all appropriate precautionary steps. As we increase the number of people present on site, we feel it is necessary to introduce additional precautions beyond those currently in place. We would appreciate it if you would support us in being able to implement these safety measures by discussing this guidance with your child before they return after half term. We will review our risk assessments and safety measures regularly and will keep you informed of any significant changes.