



FOUNDRY COLLEGE

RELATIONSHIP / BEHAVIOUR POLICY

Document Control Information

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9	19-09-2023	Minor amendments

Reviewed	19/09/2023
Responsibility	Louise Brookes
Committee	Teaching and Learning
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Signed	

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 thrive in a challenging and safe environment
- promoting respect, nurturing the positive and developing skills for life

1. Relationships and Behaviour Principles

We believe that all pupils have the right to be healthy, happy and safe; nurtured, valued and respected; and to have high aspirations for their future. We believe that everyone in our college community has the right to learn, the right to be safe and the right to be treated with respect. Pupils social, emotional and mental health needs are at the core of everything that we do.

We apply an equity based model by providing personalised education to inspire pupils, to achieve the best possible outcomes. We believe that pupils need to be taught and retaught expected behaviours and that it is the responsibility of all adults in our college community to model and support the development and understanding of our college expectations of pro-social behaviour in all of our pupils.

We aim to promote an environment and culture where pupils feel a sense of belonging, can seek emotional and well-being support from all staff, where pupils make pro-social behaviour choices for the benefit of themselves and their college community.

2. How Do We Teach Behaviour?

2.1 Relationships

Adults in college take an active responsibility in developing relationships with all pupils and families that build resilience, recognising that relationships are the backbone of success. Relationships between pupils are nurtured and supported so that they can enjoy and contribute to being part of a larger community of learners. Positive relationships with parents and all college staff are actively nurtured and valued.

Staff plan opportunities for learning and engagement which provide pro-social experiences for all pupils in both relationships and learning opportunities. These pro-social feelings keep pupils connected in classrooms and develop innate feelings of wellbeing and safety with their peers and adults around them.

The Senior Leadership Team and all staff continually review and discuss behaviour patterns, attitudes to learning and areas of concern for individual pupils. We are proud that we have procedures and therapeutically trained staff 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.

2.2 ALL STAFF

Expectations for behaviour across the college are clear, all adults in school provide a consistent model of expected behaviour, understanding the importance of their role modelling. 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. All staff should try a range of strategies and techniques before referring the matter to the tutor, SENDCO and/or SLT.

Staff are expected to promote, through role modelling, a safe, respectful approach to learning from all pupils.

All adults in the college understand the importance of:

- Helping pupils to regulate and calm their fight, flight, freeze responses
- Relating and connecting with the pupil through an attuned and sensitive relationship
- Supporting the pupil to reflect, learn, remember, articulate and become self-assured.

2.3 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.

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.

2.4 MOTIVATION AND REWARD

Motivation is the key to effective learning and behaviour with the most effective motivation intrinsic, coming from within. We believe that reward is a logical, explainable response to a pro-social behaviour. A reward is a pro-social consequence designed to help pupils learn and develop pro-social behaviour transferable to all contexts.

We will motivate/reward pupils through:

- planning exciting, stimulating and challenging lessons
- lively and enthusiastic delivery
- matching work with individual needs
- listening to pupils and valuing their views
- encouraging pupils to succeed
- genuine support and interest
- praise which is authentic, sincere and meaningful to the individual to recognise what they have done well. Praise can take the form of verbal feedback, private praise, a phone call home, written feedback in books, sharing examples of good learning or a postcard home

2.5 CONSEQUENCES

Consequences can be necessary in developing pupils' understanding of how their actions impact themselves and others around them. Consequences may be protective or educational; they are always logical and natural. Consequences are always explained and conversations with pupils help them understand that the consequence is to help and support them.

Protective consequences describe the removal of a freedom to prevent harm such as supervision in social situations, increased staff ratio and restricted off-site activities. For example, at mountain biking where the pupil has displayed unsafe behaviours 'obviously' mountain biking may not form part of the provision moving forwards and an alternative sourced.

Educational consequences describe the learning, rehearsing or teaching of behaviour so that freedom can be returned such as conversation and exploration of what led to the incident or any external factors and how to prevent this in the future and increasing pupils' emotional vocabulary and understanding.

2.6 WHEN DO WE USE EXCLUSION?

The decision to fix term suspend a pupil from the college is taken only as a very last resort where allowing the pupil to remain could cause serious harm to the education, welfare and/or safety of the other pupils/staff and should always be supported by an educational consequence to change the behaviour that led to exclusion. The decision to suspend/exclude can only be taken by the Headteacher.

2.7 MONITORING

For monitoring pupils' achievement and behaviour incidents, Foundry uses daily sheets. Achievements and incidents are recorded on a daily basis, monitored by tutors, and regular feedback is provided to parents. Pro-social, Anti-social and Dangerous behaviours are tracked and discussed at the review meeting held every half term. Communication about pupils' behaviour is open, honest, non-judgmental and develops partnership working between pupils' home and college life. Staff will use the conversation to understand in greater depth how this is impacting all aspects of the pupil and families' life. Staff are mindful of the confidentiality of other pupils' names, behaviours, and any additional needs.

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

Our staff encourage families to provide information about any events/changes or difficulties in family life that may be impacting upon our pupils. We strive to support our families as individuals and open communication is key to ensuring that we can create a holistic plan for our pupils.

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

HOME / COLLEGE CONTRACT

At Foundry College we aim to develop close working relationships with parents / carers. We are committed to working together and sharing our expectations to support pupils to be successful. To achieve this we will communicate clearly, honestly and regularly.

Home / College Agreement

Staff at Foundry College will:-

- Contact parents / carers to inform them about their child's behaviour, attendance and progress
- Plan and evaluate relevant work for all pupils attending the College
- Offer opportunities for college placements and work experience
- Provide 6 weekly review meetings and an annual written report on your child's progress
- Keep parents / carers informed about College activities through regular communication
- Enter pupils for appropriate accredited awards / qualifications where appropriate
- Take appropriate action to safeguard everyone at all times
- Monitor all absences with the Education Welfare Service

Parents / Carers will try to:-

- Ensure my child attends every day and is punctual
- Let College staff know the reason for any absence promptly
- Let College staff know of any circumstances that may affect my child's work, behaviour and attendance
- Support the College work programmes and policies
- Support my child in their learning both at home and College
- Attend 6 weekly review meetings and any other meetings / discussions about my child's life at College

Pupil will:-

- Be polite and courteous to all staff, pupils and visitors
- Attend every day on time unless my parent / carer has notified College of a reason for absence
- Respect the college's and other people's property
- Attend tutor meetings and discussions about my time at College
- Take responsibility for my learning and behaviour
- Keep myself and others safe
- Wear appropriate clothing and be tidy in appearance
- Abide by the college policies

Foundry College Signature :		Dated :	
Parent / Carer Signature :		Dated :	
Pupil Signature :		Dated :	