



Attachment Friendly Behaviour for Learning Policy 2020

Reviewed by: Shyam Amliwala
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Key principles

At John Ferneley College we promote a positive and inclusive ethos. We have high expectations of all staff and students and want all to feel valued and respected as part of our community.

This policy is written with a view to encompassing an Attachment Aware Approach.

Our school ethos promotes strong relationships between staff, young people and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, mutual respect and value for all members of the school community.

Being 'fair' is not about everyone getting the same but about everyone getting what they need.

Becoming an Attachment Friendly school does not mean we have lower expectations around conduct and behaviour. Structure, routine and expectations are vital to ensure all young people feel safe. It is important for the educational environment to provide both nurture and structure to reinforce acceptable behaviours and reasonable boundaries.

'Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.' @Stuart_Guest

1 - Expectations

1.0 General Expectations

At John Ferneley College we strive to have high expectations and aim to support and encourage all students. We also recognise some students have specific needs and may therefore require additional and tailored support.

The following expectations cover all times students who are representing or attending John Ferneley College.

1.1 Staff expectations

- Professional and polite challenge used at all times
- Greet students at the start of the day and at the start of every lesson - with a smile!
- Enquire about how students are - ask them a question about an interest or about their life
- Make students feel valued and cared about
- Only ever shout in an emergency situation
- Keep students in lessons unless there is a safeguarding or health and safety concern
- View every day and lesson as a fresh start
- Make time to speak to students about behaviour concerns before the next lesson - with a restorative approach and plan
- Ensure that all lessons start and end on time - registers to be completed in the first 10 minutes
- Ensure that all students receive a broad, balanced and stimulating curriculum at an appropriate level using suitable activities and materials - plan for every individual!
- Ensure that students' progress is carefully monitored both within each lesson and over time
- Ensure that students are emotionally and physically safe at all times
- Make explicit, in a constructive and positive way, what behaviour is expected for each situation/activity
- Praise and reward appropriate behaviour
- Challenge inappropriate behaviour in a non-confrontational way; use sanctions where appropriate which are in-line with the JFC Policy
- Provide students with a positive role model

1.2 Student Expectations

- To arrive to school and lessons on time, in full school uniform, with the correct equipment
- To be polite and respectful of others
- Follow staff requests and instructions
- Ask for help if you need it
- Move around the school site in a safe and sensible manner
- Be sensible and considerate when travelling to and from school
- Attend required subject interventions to support your progress and learning

2 - A Positive Approach

At JFC we place a huge amount of value on positive relationships and interactions between staff and students. We believe this has a direct positive impact on behaviour and progress. To encourage a succinct and positive start to lessons all staff follow the SUPER STAR flight and exit check process at the start and end of every lesson.

Flight check - SUPER

Smile, Uniform, Phone, Equipment, Register

Exit check - STAR

Smart, Thanks, Achieved, Ready

3 - Levels of support

At JFC we offer different levels of support depending on the needs of individual students.

- **For all** - standard level of provision for all young people
- **Additional** - Young people and family require intervention and support beyond the Universal level.
- **Intensive** - requiring specialist support and intensive intervention

For all

- Staff listen to young people
- Be curious and empathetic
- No shouting from adults
- Effective tracking of behaviour
- Structure, routine, predictability, consistency
- PACE - Playfulness, acceptance, curiosity, empathy
- See the child and not the behaviour
- Be reflective of situation - look at what the adult and system could have done differently

Additional

- Pastoral Support/Student Managers
- Family support workers
- Social and Emotional groups
- Inclusion Rooms

Intensive

Pupil's needing an intensive level of support will be overseen by a member of the Senior Leadership Team.

- Specialist and agency support
- 1:1 support
- Safe spaces and people

- Learning/sensory breaks
- Team Pupil approach

3.1 Partnership with Parents and Carers

We value collaboration and discussion with parents and carers with regards to all aspects of their child's school experiences whilst at John Ferneley College. We aim to offer a swift and transparent level of communication at all times. We acknowledge we may have to make difficult decisions regarding a young person's conduct and behaviour. Careful consideration is always made regarding all decisions and the long-term benefit of every student at John Ferneley College.

4 - Steps to promote positive behaviour and attitudes

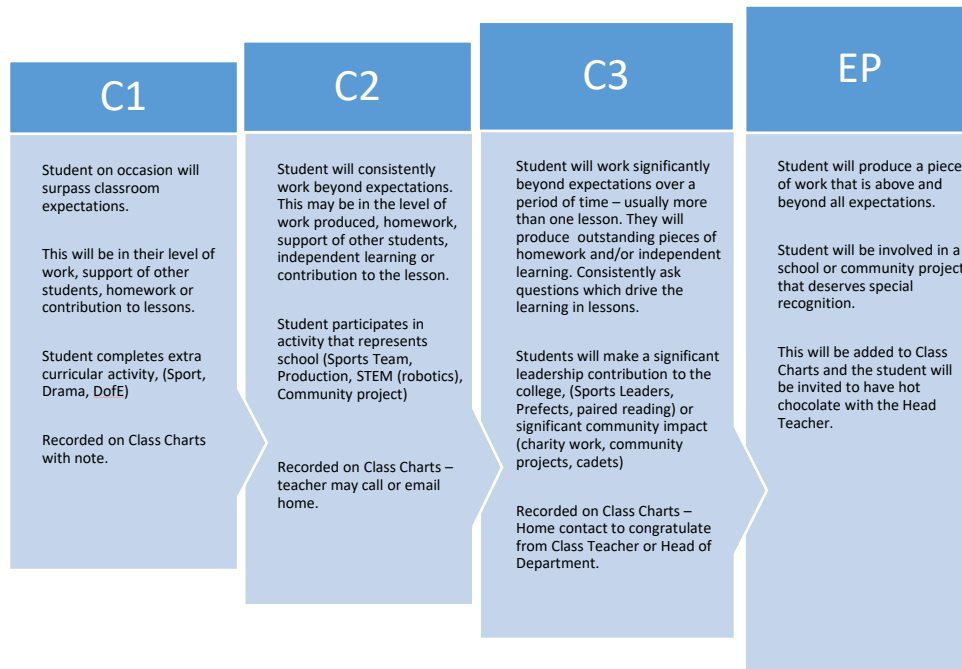
Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of young people are within their control.

We strongly believe that responding to the Social Emotional and Mental Health needs of young people is not the responsibility of a few staff in school; it is everyone's responsibility.

- **Positive praise and reward** - please bear in mind that not all young people receive praise in a positive way, particularly if this is public.
- **Seating Plans** - to establish positive routines and predictability. To promote a well ordered learning environment. It is expected that all staff will use Class Charts to create and establish seating plans for all lessons.
- **SUPER STAR** - to embed SUPER STAR practises at the start and end of every lesson.
- The current climate and substantial **loss of curriculum time** due to the Covid 19 pandemic has meant an ever greater need to maximise curriculum time - when the behaviour of a student results in the teacher losing curriculum teaching time students will be removed from the lesson. **Passively** slowing down learning impacts teaching and learning and detracts from the learning experience of the majority. Staff, where possible, will always ensure students are asked to refrain from the negative behaviours and not compromise teaching time. Examples of passively slowing learning include, but not limited to, being out of their seat, speaking over the teacher, interrupting, not adhering to the uniform policy, accessing a mobile phone or low-level disruption. Students accruing a number of passive removals will be issued further sanctions. For example, an after school detention, where the nature of the removals will be discussed and strategies and support mechanisms, if appropriate, put in place.
- If students **actively** stop the learning of others, requiring the immediate attention of a teacher, they will be removed from the classroom. Examples of behaviours which may result in an 'active' removal include, but not limited to, inappropriate language, physical or verbal abuse, racist or homophobic language, sexualised behaviour, failure to follow direct instruction or mobile phone usage.
- Removal procedure
 - The member of staff should press the 'send emergency alert' button on SIMs
 - A member of the behaviour mentor team will arrive and remove the student. Staff should share if it is a passive or active removal and brief details of the incident to minimise further loss of curriculum time.

- The student will be taken to refocus room where their behavioural incident can be addressed and curriculum work matching the weekly milestones will be provided.

Rewards System



5 - Behaviour outside the College

Students who breach the College’s Behaviour for Learning Policy whilst on College business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the College.

For incidents that take place outside the College and not on College business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the College or on a journey to and from the College. Other relevant factors include whether the student is wearing the College uniform or is in some other way identifiable as a student at the College and whether the behaviours could adversely affect the reputation of the College.

For acts of aggression or which threaten the health and safety of others, the College reserves the right to involve the Police. Equally, if the College considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures may be applied as required.

6 - Consequences and exclusions

At JFC we aim to keep students in the classroom environment. However, at times this may not be possible and further interventions or consequences may have to be considered.

These may include: - Time-out of the classroom, reflection time, detentions, internal isolations and in extreme cases fixed-term exclusions. This is seen as a last resort and is only used when deemed absolutely necessary and where other interventions have been exhausted. Three passive removals from classes will result in an after school detention. An active removal will result in an immediate after school detention, however the sanction may be more severe depending on the nature of the removal.

JFC has an in-house alternative provision called Children First Provision. The CFP may be offered to students in exceptional circumstances. We work closely with Melton and South Charnwood Inclusion Partnership and other external agencies to avoid, wherever possible the need to permanently exclude a student. A decision would be made by the Headteacher in consultation with relevant staff.

All exclusions are subject to an appeals process. Advice on this would be provided to parents/carers.

Supporting children with Social Emotional Mental Health needs

At John Ferneley College we recognise the importance of mutual respect and fairness.

At times students may experience challenges with mental health, social, emotional aspects of their lives. Some students may have sensory needs, ADHD, ADD, foetal alcohol disorder or attachment difficulties including Adverse Childhood Experiences (ACEs).

Young people experiencing these difficulties may at times display challenging behaviour. These young people will be supported using a range of strategies and in liaison with key adults in the child's life. This may include staff, professionals and parents/carers.

We recognise that young people with SEMH may exhibit behaviours which reflect a hyper or hypo state that behaviour/s come from a place of fear, stress, low self-esteem, dysregulation. This behaviour may also be exhibited due to school based barriers to learning e.g. difficulty understanding the work, friendship difficulties, classroom environment. We have a duty to help young people return to a state and place to reflect on the behaviour and find ways to repair the situation.

Links to other policies - SEND, Anti-bullying, safeguarding, exclusion, mobile phones, attendance,

Supporting documents: -

- Anger Iceberg
- SUPER STAR
- Restorative practice
- 5 key themes for restorative practice
- Insecure attachment styles grid - Education of children in care services - Leicestershire County Council

This policy has been developed using the following documents and sources:-

- Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton and Hove Schools September 2018

- Colebourne Primary School Behaviour Policy incl. support for children with Social, emotional and mental health issues
- @Stuart_Guest

Possible Behaviours of Insecure Attachment Styles

<u>CHAOTIC/DISORGANISED</u>	<u>ANXIOUS/AVOIDANT</u>	<u>AMBIVALENT /RESISTANT</u>
Severe and challenging behaviour.	Fear of dependence.	Initially resistant to any task or request.
Disregard of adults, rejection of authority. No capacity to regulate their own feelings. Difficulty in insecure and unsupervised settings.	Comfortable with non-challenging work. Will rubbish 'difficult' task rather than ask for help. Under-achieve.	They <i>need</i> to engage the adult at all times by whatever means, including anti-social behaviour e.g. winding people up, interrupting, calling out, refusing to sit down. Rather than engaging with the task!
Hyper-vigilant. Extreme need to ensure safety. Brain development dominated by reactivity to perceived danger.	Hard to get in touch with feelings. Emotionally distant or closed.	Will find reasons why they need to talk to an adult to make sure the adult keeps thinking about them. Problem attempting tasks unsupported.
Humiliation feared above everything. Comments about parents unbearable	Defensive and anxious about accepting help. When they need help, find it hard to accept it.	Difficulty sharing the adult's attention They need adults' attention 100% of the time
Avoidance of 'having a go' at tasks for fear of humiliation.	'Self reliant'...make out they can do everything.	Can be clingy. May have over close, but very ambivalent relationship with the mother.
Can be overwhelmed and out of control. The need to constantly avoid feelings can lead to hyperactivity. May be diagnosed ADHD.	Afraid of being rejected. Anxiety and anger are aroused when adults approach or get too close.	Love/hate relationship with mother and therefore with the teacher.
Absence of empathy. No sense of self. Out of control.	Anger displaced onto objects. Can be destructive.	Fear of separation from significant adults. Can lead to attendance issues.
Limited creativity-little imagination Little capacity to reflect.	Tendency to run away or hide when anxious. Difficulty trusting people. Tend to avoid contact.	Can become hostile and controlling if they do not get what they want.
Difficulty engaging with teacher and task. Under-achieving.	Blame other people.	May confront adults verbally or even physically when aroused.

They cope with helplessness by taking CONTROL.	Uncomfortable feelings projected onto others.	
May bully others who remind them of their own vulnerability.	Limited creativity-little imagination. Limited use of language.	Good oral language but may refuse reading/writing tasks. May use language more as a way of ensuring adults' continued attention.

Strategies for support

<u>CHAOTIC/DISORGANISED</u>	<u>ANXIOUS/AVOIDANT</u>	<u>AMBIVALENT /RESISTANT</u>
<p>Appoint a key adult (to support stabilisation.)</p> <p>Be consistent and calm at all times. Do not approach the young person when in state of panic but remain connected at a distance.</p>	<p>Appoint a key person the young person can go to on arrival at school and at key times of the day (to support with introducing the below strategies)</p>	<p>Appoint a key person the young person can go to on arrival at school and at key times of the day (to manage reliance on adults carefully and practise independence)</p>
<p>Understand that open spaces/unstructured times and over-excitement can be overwhelming...plan for this and provide support.</p>	<p>Focus on the task rather than the relationship. The task will be a safety barrier between the adult and young person.</p>	<p>Split activities into small chunks to moderate anxiety.</p> <p>Use a timer to limit time spent/needed with an adult.</p>
<p>Ensure the young person is kept near you rather than being asked to leave the room.</p>	<p>Use high levels of structure and key tasks.</p>	<p>Differentiate well to ensure that the child can actually manage alone and start with small periods of time, then build up.</p>
<p>Provide a safe space/room where the young person can feel safe and secure.</p>	<p>Activities need very clear expectations.</p>	<p>Let the young person know you are holding them in mind (eye contact/smile/comment across the room).</p>
<p>Avoid hints of humiliation and try to prevent humiliation by other young people.</p>	<p>Provide opportunities for the young person to make choices and include activities that relate to their interests.</p>	<p>Make use of transitional objects.</p>
<p>Use reliable and predictable routines and be clear about the day's timetable (in order to regulate the brain).</p>	<p>The presence of another young person will reduce difficulties with adult proximity.</p>	<p>Do not allow the young person to become the adult's helper.</p>
<p>Incorporate opportunities for physical movement.</p>		<p>Give the young person the responsibility for a task rather than for other young people (this avoids the chance of them taking over and becoming bossy).</p>
<p>Emotionally contain by using commentary and empathetic phrases.</p>		<p>Plan transitions and change very carefully.</p>
<p>Express feelings in the context of the whole class rather than making it personal e.g. 'It can be hard to manage our feelings when someone hurts us'</p>		

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Flight Check

Smile

Uniform

Phone

Equipment

Register

Exit Check

Smart

Thanks

Achieved

Ready

Who has been affected by what you did?

What have your thoughts been since?

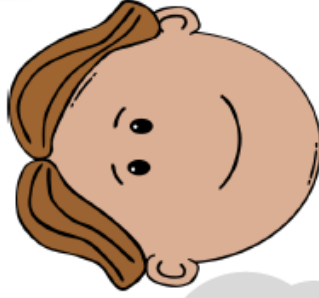
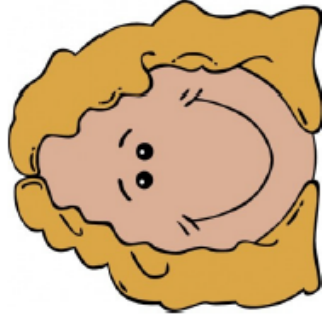
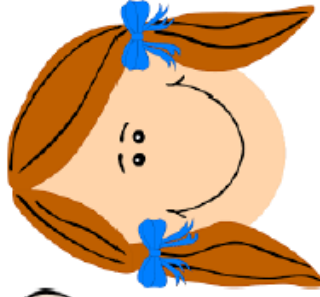
What were you thinking about at the time?


What happened?

In what way have they been affected?

What do you think needs to happen next?

Are we ready for a fresh start next time?



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Restorative Practice

Five key themes for restorative practice

A whole environment can be transformed when people bear these five themes in mind in all their interactions with family, friends, neighbors, colleagues, clients, service users and even total strangers.

Theme 1 - Unique and equally valued perspectives



Everyone has their own unique perspective on a situation or event and needs an opportunity to express this in order to feel respected, valued and listened to. There are many ways to invite people to share their perspective of what is going on in a current situation, or of what has happened in the past.

Theme 2 - Thoughts influence emotions, and emotions influence subsequent actions



What people think at any given moment influences how they feel at that moment, and these feelings inform how they behave. The thoughts and feelings are 'beneath the surface' and yet very important to understand. Again there are many ways to invite people to share their thoughts and feelings. Here are a few suggestions:

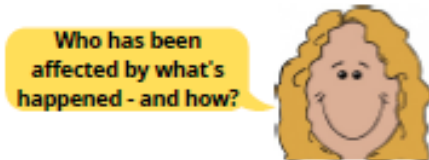
It's important to use a variety of different 'thinking' questions so you do not sound like a stuck record:

- What was on your mind at the time?
- What was going through your head?
- What were you telling yourself?

But try to avoid asking for opinions - don't ask questions like "What did you think about that?" or "How did you feel about that?"

Opinions and judgments can block effective communication and polarize people.

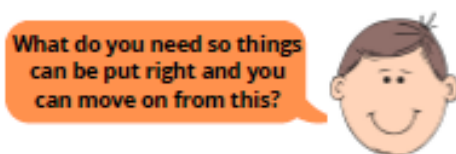
Theme 3 - Empathy and consideration for others



When there are conflicts or disagreements harm can result - in terms of negative emotions such as anger, hurt, fear, frustration and confusion and in terms of damaged relationships and connections between people.

To live in harmony together people need empathy and consideration so they understand who is likely to be, or to have been, affected by their choice of action in any given situation and how.

Theme 4 - Awareness of our own and others' needs

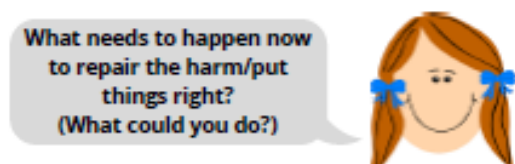


Needs can include:

- Respect
- Support
- Kindness
- Appreciation
- Acknowledgement
- Clarity

Unmet needs can be the underlying cause of inappropriate or harmful behaviour.

Theme 5 - Trust and empowerment



It is the people affected by a situation or event who are best placed to identify what should happen. As far as children and young people are concerned this is in accord with the United Nations Convention on the Rights of the Child (UNCRC)

Children have the right to be heard in all matters affecting them, and for their views to be taken into account.

It isn't always appropriate to ask all sides what they could do to help move things on, but often even those who have not been harmed have ideas and can be allowed to join in the discussion. This can help re-empower them after having been dis-empowered by their experiences.



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Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

Angry

Embarrassed Grief Scared Trauma
Shame Tricked Overwhelmed Unsure
Annoyed Exhausted Disrespected
Envious Frustrated Depressed Hurt
Disgusted Distrustful Grumpy
Stressed Disappointed Lonely
Offended Uncomfortable
Worried Attacked Guilt
Rejected Trapped
Helpless Nervous
Insecure
Regret

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Behaviour policy: coronavirus addendum

This addendum supports our college's behaviour policy in clearly outlining the processes that will be followed. The policy will ensure that decisions surrounding behaviour and coronavirus are both consistent and well informed for all stakeholders.

This addendum applies from w/c 15th June 2020. It will be in operation until further notice and will be reviewed in line with the Government announcements.

Any changes to this amendment will be communicated with stakeholders at the earliest opportunity.

Contents

1. Scope

2. Expectations for pupils in school

3. Monitoring arrangements

1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

2. Expectations for students in school

2.1 New rules

When students are in college, we expect them to follow all of the rules set out below to keep themselves and the rest of the college community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Mr. Kruse or Mr Amli if they think their child might not be able to comply with some or all the rules, so we can consider alternative arrangements with them.

2.2 Health & Safety

Year 10 mentor sessions -

Students must come on site unaccompanied by a parent or carer, or anyone else, unless an arrangement has already been made with the college.

Parents and carers may wait in the car park in vehicles should they need to.

When students arrive on site, a member of the Senior Leadership Team will greet them and explain to them where to go for their appointment.

Students must come through the main door (known as the staff and visitor's entrance) and not arrive more than 5 minutes prior to their appointment beginning.

Students must always arrive onto site and adhere to strict social distancing measures.

Students will be asked to sanitise their hands and have their temperature taken on arrival.

Any student who has a temperature over 37.8 degrees will have to leave site immediately.

The building now has a one-way system and students will be told where to exit at the end of their appointment. Designated toilets will be available to students attending each session.

Students should not wear uniform for mentor sessions but should be in full school uniform from the start of the new academic year starting August 26th, 2020.

If your child is displaying symptoms of COVID-19, please do not send them to their appointment.

Students can wear their own PPE should they wish to.

Significant work has gone into ensuring the site is a safe environment.

Childcare hub sessions

Students must come onto site unaccompanied by a parent or carer, or anyone else unless an agreement has already been made with the college.

When students arrive, they must come through The Enrichment building door, one by one and observing 2m distancing rules.

Once inside, students should take their own temperature and show a member of SLT. A temperature over 37.8 will mean they have to leave site immediately.

Students will be asked to sanitise their hands and go to their designated classroom (this will be their classroom each time they access the hub)

Each classroom will have their own break time and so no 2 groups will interact and those together in classrooms before a break will need to comply with social distancing rules when outside.

The students will have designated toilets based on the class they are in and use separate fire escapes in the event of the building needing to be evacuated.

Students will be given equipment that will remain theirs only as long as the hub remains open and use their own facts booklets. Computers will be available and students will be required to use the same one each time they attend.

All equipment will be wiped down and sanitised after use.

Students should not wear uniform, but clothes that can be washed when they arrive home.

If your child is displaying symptoms of COVID-19, please do not send them into college.

Students can wear their own PPE should they wish to.

Significant work has gone into ensuring the site is a safe environment.

2.3 Sanctions for not following rules

The College will deliver consistent messages regarding hygiene and safe behaviours in the wake of The COVID19 pandemic. The College will remind students of the importance of washing hands, social distancing and keeping safe whilst in college but also in the wider community. These messages will be given regularly by staff and passed on to parents and carers.

In these times of heightened risk to our health, it is important that students (and staff) are made aware that unhygienic behaviour must be reclassified from a misdemeanour to something much more serious.

Public-facing staff have lost their lives by spitting assaults and disease transmission. Students must be explicitly told that the consequences for behaviour that threatens distancing measures, respiratory or tactile hygiene, are very serious indeed. Also, malicious and deliberate acts of transmission (e.g. spitting) must be treated with the greatest seriousness.

Any student caught deliberately breaking such rules will receive a serious sanction: This may include immediate removal from site, fixed term exclusions, parental meetings or any sanction The College feels appropriate based on the circumstances and behaviour displayed. The College will also, in the most extreme cases consider the use of reporting matters to the police.

The point isn't that we want to see such reactions; but as ever with any sanction, the sincere and authentic execution of it conveys a clear message to the student body about what behaviour is tolerated and what is not.

2.4 Changed rules

As long as this addendum applies, we will alter the following school rules.

- a) Students will not be required to wear uniform when on site and need to change when returning home for clothing to be immediately washed.
- b) Attendance, although desirable is not compulsory currently, thus non-attendance will not be followed up with referral to county hall or The EWO but an explanation for not being in college will still be needed.
- c) The school day will run from 9am until 1.30pm for those in the hub and for the duration of mentor meetings for those in year 10.
- d) The expectation will be for all stakeholders to follow current advice regarding social distancing and relevant behaviours which differ from usual conventions in college surrounding contact and interactions.

3. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 4 weeks by Mr Amliwala (Head of behaviour) At every review, it will be approved by the full governing board.

Governing Body Review:

Approved by:	Karen Lambert	Date: 24 th June 2020
Last reviewed on:	24 th June 2020	
Next review due by:	3 rd September 2020	