



The Fountains Federation

Behaviour and Discipline Policy

Ratified by the Full Governing Body: November 2017

Review: November 2020

Rationale

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage students to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe students will achieve their full potential in a happy, stimulating and ordered school environment.

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among students.
- To prevent all forms of bullying, including racism, homophobia and cyberbullying among students by encouraging good behaviour and respect for others.
- To improve emotional well-being, learning, behaviour and achievement by improving support for individual students and groups of students.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the head teacher to ensure that school personnel and students are aware of this policy;
- delegated powers and responsibilities to the head teacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a co-ordinator for behaviour and discipline to work with the Executive Head Teacher and Head of School;
- the duty to support the Executive Head Teacher and Head of School and school personnel in maintaining high standards of behaviour;

- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Executive Head Teacher and the co-ordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head teacher

The Executive Head Teacher and Head of School will:

- ensure the ethos and culture of the school support the development of students social and emotional skills;
- determine the details of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, students and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- promote good behaviour by providing positive a role model for behaviour both in and out of school (this will include adhering to the school's Code of Conduct, conducting themselves and dealing with situations calmly, quietly and professionally and ensuring that students and colleagues fully understand the rationale for any sanctions imposed under this policy);
- deal appropriately with any unacceptable behaviour, demonstrating professionalism at all times and being mindful of the unique needs of individual and groups of students;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying – including racism, homophobia and cyberbullying among students;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and co-ordinator;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Co-ordinator

The co-ordinator will:

- lead the development and implementation of this policy throughout the school;
- work closely with the Executive Head Teacher and Head of School and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems, through the SIMS Behaviour Module/Discover Package and reporting systems;
- undertake classroom monitoring;
- track students through data analysis;
- create links with parents;
- deal with external agencies;
- review and monitor, including data analysis, case studies and interventions;
- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Head Teacher and the co-ordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy;
- encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst students by providing positive role models for behaviour both in and out of school (this will include adhering to the school's Code of Conduct, conducting themselves and dealing with situations calmly, quietly and professionally, refraining from shouting at students and ensuring that students and colleagues fully understand the rationale for any sanctions imposed under this policy);
- deal appropriately with any unacceptable behaviour demonstrating professionalism at all times and being mindful of the unique needs of individual and groups of students;
- apply all rewards and sanctions fairly and consistently;

- discuss student behaviour and discipline regularly at staff meetings; team meetings and class/form meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- ensure the health and safety of students in their care;
- identify problems that may arise and to offer solutions to problems, including maintaining interventions;
- report and deal with all incidents of discrimination – refer to Anti-Bullying Policy;
- be approachable and accessible in order for students to feel confident about raising concerns;
- report any concerns they have on any aspect of the school community – refer to Whistle Blowing Policy

Physical Intervention

- At Fountains one of our main aims is to ensure that our students become as independent as possible. Therefore it is important that all students do as much as they can for themselves.
- When teaching our students and helping them to progress they sometimes require a level of prompting.
- We prompt in many ways: through facial expression, eye pointing, pointing or indicating with our fingers/ hands/ arms, using verbal prompts, concrete prompts such as objects of reference, pictures, symbols, single words, text etc. or physical prompting (guiding).
- When using any form of physical prompting we must ensure that this is not forcibly going against what the student wants to do.
- At Fountains we only engage in Restrictive Physical Intervention (RPI) if we have made a dynamic risk assessment and are convinced that there is a high possibility that the student will hurt themselves or others if they are not prevented from doing so.
- In these cases staff may only engage in RPI if they have been trained in the appropriate handling techniques by attending the 2 day certificated SCIPr training course and attended subsequent refresher training
- Any RPI entered into by any members of staff MUST be recorded on the official documentation.

Role of Students

Students are expected to:

- be aware of and comply with this policy, if appropriate;
- be polite and well behaved at all times, including any off site visits;
- show consideration to others;
- make suggestions about school behaviour via the School Council;
- adhere to all health and safety regulations in all areas of the school;
- not make unacceptable remarks against fellow students or school personnel;
- co-sign and abide by any individual Home School Agreements;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the School Council;
- take part in questionnaires and survey;
- inform staff of any concerns they have about the behaviour of fellow students or about their own behaviour.

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- sign any individual or admission Home School Agreement;
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

Sanctions

- Sanctions must be applied fairly and consistently.
- Sanctions must only be used when all positive behaviour management techniques have been used and negative behaviour continues.
- Sanctions should only be employed in discussion with members of middle or senior leadership teams.

Exclusions

The Governing Body has decided that in exceptional circumstances exclusion will be used if we can no longer meet the behavioural need of the student:

- fixed term or
- permanent exclusion

This must be approved by the Executive Head Teacher or Head of School.

Student Support

A number of student support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. These include PBSP's and alternative strategies and interventions.

Positive Behaviour Strategies

A celebration of good behaviour is seen through a range of strategies to promote self-esteem and positive behaviour.

Universal Strategies:

- House points
- Key stage assemblies
- Achievement assemblies
- The School Council provides a voice
- Individual praise and recognition
- Green achievements card for students – this is recorded in SIMS and a letter/postcard of praise is sent home
- Anti-bullying policy and procedures
- Anti-bullying week and assemblies
- eSafety strategies
- School Council dinner monitors
- School buddy system

Specific Strategies:

- PBSP's
- Alternative strategies and interventions
- School nurture/social skills group
- Student mentoring/buddy system where needed
- School buddy dog

Procedures

All incidents of poor behaviour are recorded on the SIMS system.

- Analysis of behaviour through the monitoring and recording system in SIMS by SLT to give praise, develop strategies on an individual basis where needed.
- Restrictive Physical Intervention – All staff are trained in SCIPr procedures and the school deploys the SCIPr Policy for the preparation of PBSPs and physical support as well as the use of guidance from the Restrictive Physical Intervention Policy. See the Role of School Personnel section.
- Equality for all staff and students is ensured through the Equal Opportunities Policy.

Outside Agencies

We have invaluable support and guidance from:

- Educational Psychologist
- Clinical Psychologist
- Behaviour Support Team
- Educational Welfare Worker
- School Health Team
- Social Services
- CAMHS

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition and parent-teacher consultations
- school events
- meetings with school personnel
- communications with home such as newsletters and home/school liaison diaries
- Head teacher reports to the Governing Body



Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the co-ordinator, the executive head teacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Head teacher:		Date:	
Chair of Governing Body:		Date:	

Policy Review

Date of Next Review: November 2020

