



FOUNTAINS PRIMARY SCHOOL

Always achieving our potential

Behaviour, Exclusions & Anti-Bullying Policy

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ALWAYS ACHIEVING OUR POTENTIAL

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be challenging behaviour, including bullying and discrimination
- Outline our expectations of behaviour in school
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016.](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) code of practice.](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Context

The rationale of our school behaviour, exclusions and anti-bullying policy is to promote good behaviour, self-regulation and respect. We believe that good behaviour should be recognised and rewarded. Positive behaviour is any behaviour which encourages and maintains the good order and conduct of our school. Positive behaviour ensures children feel safe, secure and welcome as a member of our school and wider community. We aim to encourage children to develop their self-regulation skills which will enable them to play a full part in school life and become responsible citizens in the future.

At Fountains Primary School we know that the function of most children's behaviour may be attributed to: an inability to communicate effectively; a result of adverse childhood experiences and/or delayed cognitive development.

Any negative behaviours will be discouraged through the implementation of proactive strategies identified within a Positive Behaviour Support Plan, which is underpinned by the PROACT-SCIPr-UK approach and Zones of Regulation Curriculum. The strategies within these curriculums and approaches informs the whole school staff core training offer. Therefore, our school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil. The Behaviour Lead is highly involved when evaluating a pupils challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Fountains Primary School believe that bullying must be challenged in whichever form it may appear.

Children are given regular opportunities through assemblies, PSHE and Computing lessons, the nurturing schools approach and school council to learn about how to prevent bullying, identify incidents of bullying and deal with it appropriately. All staff are integral to communicating the expectations of good behaviour and order in school and why these are essential, receiving regular updates on how to prevent and handle bullying, as well as the link Governor for Behaviour and Anti-bullying receiving regular information.

If a child thinks that they are being bullied they can report it to a member of staff or refer themselves to the wellbeing team, using a child friendly self referral form. This can be a bullying incident that has occurred both within and outside of school. All reported incidents of bullying can be made via phone calls, using the home school messages systems in place or face to face with a member of staff. Each incident is recorded through the schools MIS system and reported to parents and Governors. Each incident is investigated and reviewed, with actions taken also being recorded. The investigation takes place by a member of the leadership team and all parties are then informed of the outcomes reached.

The wellbeing team will support children (both the victim and the perpetrator) after any incidents through restorative practice. Staff are given regular training and information on how to spot the signs of bullying at all levels. All bullying data is reported to the Local Governing Body

Roles and responsibilities

The Governing Body

The Governors with responsibility for Behaviour will review and approve the written statement of behaviour expectations. They will also review this behaviour policy in conjunction with the Deputy Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation. The governing board is responsible for monitoring this behaviour policy.

The Headteacher/ Deputy Headteacher:

The Headteacher/ Deputy Headteacher are responsible for reviewing this behaviour policy in conjunction with the full Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher/ Deputy Headteacher will ensure that the school environment encourages positive behaviour and that staff deal with poor behaviour effectively. They will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and appropriately. The Headteacher/ Deputy Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them. The Headteacher/Deputy Headteacher will provide new staff with a clear induction into the schools behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. This will include providing appropriate training in behaviour support and the impact of SEND and mental health needs on behaviour to all staff, so that they can fulfil their duties set out in this policy. The Headteacher and Deputy Headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary. They will ensure that the data from the behaviour records are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Support Staff:

The staff will implement this behaviour policy consistently. Teachers and support staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear routines and boundaries of acceptable pupil behaviour.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships at all times in and around school with each other and with pupils.
- Creating and maintaining a stimulating environment that encourages all pupils to be engaged by providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour and bullying incidents promptly.
- Challenging pupils to meet the school's expectations.
- Promoting and celebrating good behaviour.

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- Writing and implementing Positive Behaviour Support Plans (PBSPs) for children as needed, which include reference to the child's communication passport.
 - Facilitating the opportunity on a routine basis for children to 'check in' with their emotions, using the colours of the Zones of Regulation.
 - Involving parents at the earliest stages of behaviour problems
 - Using reactive strategies proportionately and as a last resort.
 - Attending regular training on behaviour and Zones of Regulation

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents/Carers:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Support and sign their child's home school agreement.
- Contribute to and sign their child's PBSP.
- Take part in any pastoral work following challenging behaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

Fountains Primary School will endeavor to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils:

On entry to our school, pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school by involving them in establishing class rules, wherever possible.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

School behaviour curriculum

At Fountains Primary School we use the Zones of Regulation Curriculum to develop each child's ability to be emotionally literate and increase high levels of self-control, whilst reducing the number of behaviour incidents across school. This is a curriculum geared towards helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. It is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured states called 'zones'. The zones framework provides strategies to teach students to:

- Become more aware of and independent in controlling their emotions and impulses.
- Identify their feelings/ level of alertness.
- Manage their sensory needs.
- Understand how their behaviour impacts those around them.
- Improve their ability to solve conflicts.
- Learn what tools they can use to manage their feelings and states.
- Use Strategies or tools to stay in a zone or move from one to another.

At Fountains Primary School, pupils are expected to:

- Work hard to maintain a good standard of behaviour.
- Be respectful to members of staff and each other, listening to each other.
- Be involved in establishing class rules, wherever possible.
- Report if they are being bullied or see someone being bullied.
- Take pride in themselves and the school.
- Treat the school buildings with respect and respect their own and others' property and equipment.
- Wherever appropriate, be a part of the PBSP process.
- Make it possible for all pupils to learn.
- Wear the correct uniform at all times.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

At Fountains Primary School we do not allow pupils to bring mobile phones with them on-site. If a pupil brings a mobile phone to school with them then this is handed in at the main office, where it is kept securely. The mobile phone is then returned to the pupil at the end of the day when the pupil is dismissed.

Responding to Behaviour and Positive Behaviour Support Plans

For some children who display challenging behaviour, a positive behaviour support plan is written. This is an individualised plan which lists the positive skills i.e. new things to teach or learn which would make the behaviour less likely to happen. The PBSP also gives clear guidelines on what to do when a child's behaviour begins to escalate and how to respond if incident/crisis occurs. See PBSP in appendix 2.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within Fountains Primary School.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Zones of Regulation curriculum and use these regularly to support discussions about the children's emotions.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and rewards. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Carrot club
- Certificates
- PHSE focus rewards linked to Jigsaw
- Stamps & stickers
- Phone calls home
- Choice time
- Celebration of a child demonstrating good Personal Learning and Thinking skills (PLTS) using the classroom display boards.
- House points

Responding to Challenging Behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that challenging behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom

Due to the nature of our pupil's sanctions and consequences are specific to the needs of individual children and in proportion to the incident. Sanctions will be used in conjunction with all positive

behaviour management techniques and in line with school procedures whilst following a child's Individual Positive Behaviour Support Plan.

All children's challenging behaviour is discussed regularly with the child (where appropriate) as well as the team around the child. This will involve conversations with the child's parent/carer; the wellbeing team; the child's teaching team (including PE/Forest school practitioners and the leadership team).

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness

Recording Challenging Behaviour

Challenging behaviour incidents are recorded, reported and reviewed daily. It is the class teachers' responsibility to highlight to the Behaviour Lead/DSL any 'unusual' or out of character behaviour immediately. All incidents are analysed and discussed at leadership meetings, where robust discussion take place and next steps identified.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing significant disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be proportionate and applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents in the PROACT-SCIPr UK Physical Intervention recording book. (Appendix 3).

When a child has a planned physical intervention identified in their PBSP, then the class teacher will complete a vulnerability assessment. This considers the risks, and identifies any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

PROACT-SCIPr-UK

Fountains Primary School follows the principles set by PROACT-SCIPr-UK. It is the intent of PROACT-SCIPr-UK® to minimise the use of physical interventions and to emphasise the use of proactive behavioural support strategies based upon an individual's needs, characteristics and preferences. This informs our everyday practice, as listed in this policy.

Reducing Restraint

At Fountains Primary School, we believe that every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Occasionally, some children may display behaviours which may be harmful to themselves or others. At times, restrictive physical intervention may need to be used for their protection and to keep them and others safe. Restrictive intervention should only be used when absolutely necessary in accordance with the law and clear ethical values and principles which respect the rights and dignity of all, in proportion to the risks involved. Any planned physical interventions are named on the PBSP and reviewed regularly, with involvement of parents and staff. If a restrictive physical intervention is used with a child then parents will be informed and the intervention will be recorded in the PROACT-SCIPr-UK book. A de-brief is given to the staff and children involved, wherever appropriate.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. In the absence of the Headteacher the Deputy Headteacher can deputise on this decision.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Deputy Headteacher/ designated safeguarding lead who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Headteacher / Deputy Headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 if they believe that a search has revealed a safeguarding risk. All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others. One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult. No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

Fountains Primary School does not screen pupils on entry to the school.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher/ Deputy Headteacher/ DSL will make the report.

Fountains Primary School will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

Fountains Primary School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Fountains Primary School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the wellbeing needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Detention

At Fountains Primary School, detentions are not used as a sanction.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of their class team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, as outlined in their individual positive behaviour support plan.

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Suspension and permanent exclusions

Fountains Primary School can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

If for any exceptional circumstance the decision was made to suspend or exclude a pupil, this decision will be made by the Headteacher who would inform the Chair of Governors.

Recognising the impact of SEND on behaviour

Fountains Primary School recognises that pupils' behaviour may be impacted by their Special Educational Need or Disability (SEND).

When incidents of challenging behaviour arise, we will consider them in relation to the pupil's SEND, although we recognise that not every incident of challenging behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of challenging behaviour will be made on a case-by-case basis.

When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- All pupils have an education, health and care (EHC) plan. The provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of challenging behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, Fountains Primary School will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

Fountains Primary School will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

Fountains Primary School's Special Educational Needs Co-Ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

All pupils at Fountains Primary School have an EHC plan. The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the Fountains Primary School will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. These include:

- Any strategies identified in the 'post incident support' section of their PBSP.
- A meeting involving parents, teachers and support staff to discuss a review of the strategies outlined in the PBSP.
- Opportunities to take part in a debrief of the incident.

Pupil transition

Inducting incoming pupils

Fountains Primary School will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

Training

As part of the induction process, new staff are provided with training on managing and reporting behaviour. All staff receive half termly behaviour training around Positive Behaviour Support. Topics covered include:

- The needs of the pupils at the school and how this impacts behaviour.
- How SEND and mental health needs impact behaviour
- Planning for positive behaviour
- Calming and de escalation strategies

In addition to this, key members of staff such as teachers, teaching assistants and some ancillary staff complete the two day Introductory and Foundation Level training. These staff then complete annual refresher training which includes planning for positive behaviour and a practical refresher on the proper use of restraint. All other staff awaiting the two day PROACT-SCIPr UK training are placed on a training waiting list based on a priority waiting list. The level of priority is decided by the Deputy Headteacher and Headteacher on an ongoing basis.

Monitoring arrangements

Monitoring and evaluating school behaviour

Fountains Primary School will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every week by the Deputy Headteacher/DSL. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Links with other policies

This Behaviour policy links with the policies below:

- Whole School Policy for Safeguarding 2022-2023
- Child on Child Abuse Policy 2022-2023

Please follow this link for more information.

<https://www.fountainsprimaryschool.co.uk/policies>

Appendix 1: written statement of behaviour principles.

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the local governing body annually.

Appendix 2: Positive Behaviour Support Plan



Positive Behaviour Support Plan



| Child's Name | Current Class | Date |
|------------------------------|---|------|
| | | |
| Who? | | |
| What? | | |
| Why? | | |
| How? | | |
| Pro-Active Strategies | Skills I need to practice: How you can help me with this: | |
| Active Strategies | My early warning signs/ behaviours: How can you help me? | |
| Reactive Strategies | How you can help me when my behaviours are at peak levels or I'm in a crisis: | |
| Post Incident Support | How you can help me after a crisis has occurred: <ul style="list-style-type: none"> | |



| Planned Physical Intervention? | | YES | ✓ | NO | ✓ |
|--|---|------------------|-------------|-----------|----------|
| Restraint Reduction Plan | <ul style="list-style-type: none">• | | | | |
| Review Date | | | | | |
| | | | | | |
| | Print Name | Signature | Date | | |
| Teacher | | | | | |
| Person with Parental Responsibility | | | | | |
| Pupil | | | | | |

Appendix 3: Incident form for a PROACT-SCIPr-UK trained setting use of physical intervention.

| INCIDENT FORM FOR A PROACT-SCIPr-UK® TRAINED SETTING USE OF PHYSICAL INTERVENTION | | | |
|--|---|---|-------------------------------|
| DATE: | TIME: | TERM: | FORM NUMBER: |
| NAME OF YOUNG PERSON: | | | |
| CLASS/YEAR GROUP: | | | LAC <input type="checkbox"/> |
| PLACE OF INCIDENT: | Classroom <input type="checkbox"/> | Other (specify) <input type="checkbox"/> | Curriculum Activity (specify) |
| STAFF INVOLVED IN RPI (PRINT NAMES): | | | |
| 1. | 2. | | 3. |
| OTHER ADULTS PRESENT (PRINT NAMES): | | | |
| REPORTED TO HEAD/SLT (DELETE): | | | (Date and time) |
| 1. NATURE OF INCIDENT | | | |
| <i>Focus</i> | <i>Behaviour</i> | <i>Impact</i> | |
| Pupil to pupil <input type="checkbox"/> | Verbal outburst/abuse <input type="checkbox"/> | Distress to self (pupil) <input type="checkbox"/> | |
| Pupil to adult <input type="checkbox"/> | Threatened violence <input type="checkbox"/> | Distress to others <input type="checkbox"/> | |
| Self injurious behaviour <input type="checkbox"/> | Actual violence <input type="checkbox"/> | Disruption <input type="checkbox"/> | |
| Damage to property/equipment <input type="checkbox"/> | Left premises <input type="checkbox"/> | | |
| | Left classroom (stayed on-site) <input type="checkbox"/> | | |
| 2. DESCRIBE WHAT HAPPENED | | | |
| | | | |
| 3. WHY WAS PHYSICAL INTERVENTION REQUIRED? | | | |
| Risk of pupil harm to self <input type="checkbox"/> | Risk of serious damage to property/equipment <input type="checkbox"/> | | |
| Risk of pupil harm to others <input type="checkbox"/> | Behaviour prejudicial to good order and discipline <input type="checkbox"/> | | |

4. PHYSICAL INTERVENTION(S) USED

(If more than 1 intervention is used, number them in order of use. Note initials of staff carrying out each intervention, 'lead' adult first. Note duration of each; Only tick 'adapted' if protocol has been agreed – otherwise tick the intended hold and describe any deviation)

Planned intervention (specified in pupil's PBSP) Unplanned intervention

| | | |
|---|-------------|----------------|
| 1 Person Escort <input type="checkbox"/> | Staff _____ | Duration _____ |
| 2 Person Escort <input type="checkbox"/> | Staff _____ | Duration _____ |
| 2 Person Touch Support <input type="checkbox"/> | Staff _____ | Duration _____ |
| 2 Person Arm Support <input type="checkbox"/> | Staff _____ | Duration _____ |
| Other standard - specify _____ <input type="checkbox"/> | Staff _____ | Duration _____ |
| Adapted hold (protocol agreed) <input type="checkbox"/> | Staff _____ | Duration _____ |

Additional information:

(Details of any deviation from 'standard' hold recorded or from intervention specified in PBSP)

Signed (all staff involved in RPI)

Date:

4. ACTION TAKEN IMMEDIATELY FOLLOWING INCIDENT

Brief details of any injuries and any medical support given to **YOUNG PERSON:**

Slight injury (no treatment needed) Minor injury (in-school/first aid) Major injury (further medical treatment)

Brief details of any injuries and any medical support given to **ADULTS:**

Slight injury (no treatment needed) Minor injury (in-school/first aid) Major injury (further medical treatment)

Check on young person(s) made by: _____ Medical/injury form completed Date: _____

Check on adult(s) made by: _____ Medical/injury form completed Date: _____

Other related recording (e.g. Health and safety report; Accident; CC Violence to staff) Specify below:

| Form | School Acc/incident | CC Acc/incident | CC Violence | | |
|------|---------------------|-----------------|-------------|--|--|
| Date | Ref no. | | | | |

Parents/carers Contacted – Phone Time: _____ By Whom: _____
 Letter/form Date: _____
 Parent/carer response? Verbal Written Clarification Complaint

Outside Agencies informed/involvement requested YES/NO | LAC Safeguarding
 Specify: | Social Care Informed YES/NO

Signed: _____ **Member(s) of Staff**

Date:

5. FURTHER ACTIONS

| | | | | |
|--|----------------------|---|--------------------------|--------------------------------------|
| Post-incident support: Staff 'Debrief' Requested? Yes/No Provided by: Date: Follow Up session requested? Yes/No Follow Up action required? Yes/No Specify: Signed: | | Post-incident support: Young Person Post incident support given by: Pupil view of incident obtained Yes/No Repair and rebuild process initiated? Yes/No Follow Up action required? Yes/No Signed: (Staff) Signed: (Young Person) | | |
| Whole School Debrief Date: _____ SLT Sig _____ | | | | |
| Review of pupil BSP? No <input type="checkbox"/> Yes <input type="checkbox"/> Date: _____ | | Risk Assessment/Review Undertaken <input type="checkbox"/> Date: _____ | | |
| Financial implications of incident: | _____ <i>Cost</i> | <i>To school</i> _____ | <i>To staff</i> _____ | <i>To pupil(s)/families</i> _____ |
| Any other action taken by Head/SLT? YES/NO Specify: _____ | | | | |
| Signed: _____ | | Head/SLT | | Date: _____ |
| If applicable, data entered on SIMS.net Signed : _____ Date: _____ | | | | |