



FOUNTAINS
PRIMARY SCHOOL
Always achieving our potential

Behaviour, Exclusions & Anti-Bullying Policy

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Policy Owner: Mrs Laura Kobylanski (Lead Teacher)

Ratified: Full Governing Body March 2022



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](#)
- [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.](#)
- 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

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.

Any negative behaviours will be discouraged through the implementation of proactive strategies, which are underpinned by the PROACT-SCIPr-UK procedures and Zones of Regulation Curriculum, informing a member of staffs core training offer.

At Fountains School we believe 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.

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.

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 misbehaviour 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.

Written Statement of Behaviour Expectations

- Every pupil understands they have the right to feel safe, valued and respected, and 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
- 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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

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.

Positive Behaviour Support Plans

For some children, who display challenging behaviour, a positive behaviour support plan is written. This lists the positive skills i.e. new things to teach or learn which would make the behaviour less likely to happen, including the child's individual Zones of Regulation passport. The Passports need to be developed with the child and be on display in the classroom for staff and children to make

reference to over the course of the school day. The PBSP also gives clear guidelines on what to do when an incident/crisis occurs. See PBSP in appendix.

Rewards

Good behaviour will be rewarded in a variety of ways:

- 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)

Sanctions/ Consequences

Due to the nature of our pupils 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 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).

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.

Reducing Restraint

At Fountains, 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.

Exclusion

We have a no exclusion policy within Fountains Primary School. If for any exceptional circumstance this is to happen the Chair of Governors will be informed and this policy will be amended accordingly.

Anti-Bullying

Although there is no legal definition of bullying, it is defined by the GOV.UK website as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assault
- Emotional abuse including teasing and name calling
- Sexual
- Prejudice based
- Making threats
- Cyber bullying

Fountains Primary School believe that bullying must be challenged in whichever form it may appear. Children are given regular opportunities through assemblies, PSHE lessons, the nurturing schools approach and school council to learn about how to prevent bullying identify incidents of bullying and deal with it appropriately. The well being team are integral to communicating the expectations of good behaviour and order in school and why these are essential, they support children after any incidents through restorative practice. Staff and Governors are given regular training on how to spot the signs of bullying at all levels.

If a child thinks that they are being bullied they can report it to a member of staff. All reported incidents of bullying are recorded, reported to parents, investigated and reviewed, with actions taken also being recorded. Reports of bullying can be through phone calls, using the home school diary, face to face with a member of staff. An investigation will take place by a member of the leadership team. All parties are then informed of the outcomes reached.

Zero-tolerance approach to sexual harassment and sexual violence

The 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



The 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

Governors:

The Governor with responsibility for Safeguarding will review and approve the written statement of behaviour expectations. They will also review this behaviour policy in conjunction with the 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's effectiveness and holding the headteacher to account for its implementation.

The Headteacher:

The headteacher is 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 will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

The staff will implement behaviour policy consistently. They will model positive behaviour at all times in and around school with each other and with pupils. Set the tone and context for positive behaviour within the classroom. Create and maintain a stimulating environment that encourages pupils to be engaged. Work hard to develop a positive relationship with pupils, which will include:

- Greeting pupils in the morning/at the start of lessons
- Facilitating the opportunity on a routine basis for children to 'check in' with their emotions, using the colours of the Zones of Regulation
- 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, including making reference to the Zones of Regulation

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- Provide a personalised approach to the specific behavioural needs of particular pupils.
Record all behaviour incidents
 - Report any incidents of bullying
 - Write and implement Positive Behaviour Support Plans (PBSPs) for children as needed, to include reference to the child's Zones of Regulation passport
 - Help counsel children who have been bullied and those who use bullying behaviour
 - Involve parents at the earliest stages of behaviour problems
 - Make themselves aware of the functions of behaviour and seek support accordingly
 - Be aware of specific medical or behaviour and emotional needs that children have
 - Use reactive strategies proportionately
 - Attend regular training on behaviour and Zones of Regulation

Parents/Carers:

- Will support and sign their child's to the home school agreement
- Will inform the school of any changes in circumstances that may affect their child's behaviour
- Will discuss any behavioural concerns with the class teacher promptly
- Will contribute to and sign their child's PBSP

Pupils:

- Will work hard to maintain a good standard of behaviour
- Be respectful to members of staff and each other, listening to each other
- Will be involved in establishing class rules, wherever possible
- Will report if they are being bullied or see someone being bullied
- Will take pride in themselves and the school
- Will respect their own and others' property and equipment
- Should speak to a member of staff if they feel that they, or others, are being bullied.
- Wherever appropriate, be a part of the PBSP.

Malicious allegations

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

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full Governing board. At each review, the policy will be approved by the headteacher. The written statement of behaviour expectations. will be reviewed and approved by the full governing board annually.

Links with other policies

This Behaviour policy links with the policies below:

- Whole School Policy for Safeguarding 2021-2022
- Child on Child Abuse Policy 2021-2022
- Covid-19 Safeguarding addendum

Please follow this link for more information.

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

Appendix

For further information on anti-bullying, positive behaviour support and advice on mental health, see the following useful websites.

Online Safety - www.thinkuknow.co.uk

Child Protection & Well Being - www.nspcc.org.uk

Anti-bullying – www.anti-bullyingalliance.org.uk

Child mental health and emotional literacy – www.jwbridgethegap.com