

Behaviour Policy

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1. Context

Introduction

The focus of this document is to develop a positive climate within Fountaindale School that insist upon high standards of behaviour. It is the primary aim of our school that every member of the school community feels respected and valued and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

Our aims are for all staff to:

- Deal with behaviour calmly and consistently
- Model acceptable behaviour
- Acknowledge good behaviours regularly
- Offer pupils strategies to deal with their emotions and chose more acceptable behaviours
- Be friendly and approachable
- Use de-escalations techniques

Our aim for all pupils is to:

- Feel safe and be protected from harm
- Be treated with respect and dignity and feel valued as an important member of school
- Understand that their actions have consequences
- For pupils to develop their own strategies for managing their own feelings and behaviour
- Learn how to deal with real life situations

Behaviour

Fountaindale School has high expectations for behaviour and recognises the importance of good relationships as part of this. Trust and respect as part of a good, well established relationship, takes time to develop. As a school we support pupils to develop these relationships and use the strength of adult-pupil relationships to deal with unacceptable behaviours. In any circumstances of a staff member dealing with challenging behaviour both staff and pupils will be supported to discuss the incident (where and when appropriate and in a way best suited to the pupil) in order to resolve it and to rebuild relationships. Following the discussion it is important that good relationships are restored and that the incident is **not commented on again**, this ensures that positive relationships are restored. It is important that during the discussion that the pupil is not criticised in any way and when

possible the discussion should be overseen by a third independent person to act as a mediator

Individual Behaviour Management Plans

Individual behaviour management plans are a working document which, following incidents of challenging behaviour, staff may create for a pupil or update as required. The aim of the individual behaviour management plan is for it to be an accurate representation of what behaviours a pupil may exhibit but more importantly to identify potential triggers that may cause these behaviours to manifest themselves. Individual behaviour management plans also identify the most effective methods for dealing with each behaviour exhibited.

Individual behaviour management plans should note and highlight triggers as well as day to day advice for working with the pupil this should include individualised reward/consequences or extra methods of support. The main aim when dealing with all challenging behaviour is for triggers to be managed effectively or removed where possible and early intervention is paramount.

Individual behaviour management plans should always be reviewed following severe or extreme incidents.

Individual behaviour management plans are stored on our server.

Individual behaviour management plans are shared with parents and carers.

Recording Incidents

Behaviour incidents must be recorded and logged on CPOMS as soon as it is practically possible following each incident.

More serious incidents involving restraint of any kind, serious injury to staff or pupil or serious damage to property or the fabric of the school building must be recorded in the red bound and numbered book found in the Head of Schools' office.

Further Support

Support can be requested by discussing individual concerns with Gayle Bowmer. Learning walks, lesson observations and the monitoring of incidents on CPOMS may also lead to support being put in place for certain pupils. Initially this support will be in the form of an observation of the pupil and/or meeting with the class staff. Observations of pupils are purely supportive and only focus on the pupil and what relates to their behaviour.

Following these observations support will be offered along with any additional strategies. This support will continue until either the pupil's behaviour is calmer or staff feel support is no longer necessary. Informal meetings can also be requested to discuss any issues arising.

Staff Health and Safety

All incidents of violence resulting in the use of restrictive physical intervention techniques must be logged using the red bound and numbered book and the Head of School and behaviour lead must be informed immediately. A summary of behaviour incidents is submitted to the Academy Council every term.

Rewards

At Fountaindale School we recognise the specific needs of each individual pupil along with the needs of groups of pupils and as such our rewards systems are tailored to these needs. Each class runs its own rewards system that reflects the needs of the learners in the class. Pupil achievements are celebrated during a weekly assembly with awards for “Star of the Week” in each class.

All pupils are part of the House system within school. House points can be awarded for a variety of reasons including outstanding achievement, resilience, independent working, kindness etc. Teachers will display the points for each House on a visible display in their classroom and will report totals to Gayle Bowmer by 1:30pm every Friday who will collate, results will be announced in Friday afternoon assembly.

Houses will take part in team activities throughout the year such as bake off, sports day, competitions and talent shows. Pupils will be involved in designing the logos and naming the houses to promote ownership of the system.

We have 3 House's, which students and staff can relate to by the Fountaindale 3 colours (red, blue and yellow). Each house has a staff team captain and student captains and vice captains. The student team captains are chosen each September by the students.

House team celebrations are scheduled to take place at the end of each term (Dec, April and July) with the winning team taking ownership of the 'Team Cup'. A forfeit will be given to the staff team captain of the other 2 teams, which the students will get a choice in.

Please seek further advice and guidance if you are unsure about anything discussed in this document.

Complaints Procedure

Should any parent have any concern in regard to the use of physical intervention then explanations or demonstrations can be provided. The reasons of necessity of physical intervention would be discussed and additional agreed strategies would be implemented.