



## Positive Relationships Policy

(formally Positive Behaviour Policy)

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An academy within:



“Learning together; to be the best we can be”

## Links to other Policies

- Staff Disciplinary Policy (Nexus Trust)
- Whole school Policy for Safeguarding incorporating Child protection
- Educational Trips Policy
- Online Policy
- E-safety (Nexus)
- Complaints Policy
- Acceptable Use ICT (Nexus)
- Whistleblowing (Nexus)
- Anti-Bullying
- Pupil Attendance Policy (Nexus)
- Single Equalities Policy (Nexus)  
<https://www.nexusmat.org/storage/app/uploads/public/679/b92/112/679b921128680914424720.pdf>
- Health and Safety Policy (Nexus)  
<https://www.nexusmat.org/storage/app/uploads/public/672/882/ce5/672882ce5c6df393686088.pdf>
- Well being policy
- Employee code of conduct (Nexus)  
<https://www.nexusmat.org/storage/app/uploads/public/674/ed2/20e/674ed220ed434240235572.pdf>
- (RSE)- Relationship and Sex Policy

## 1. Context

- 1.1. 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.
- 1.2. 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
- Understand that all children and young people want to behave well.
- Accept behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- Scaffold the right support and intervention children and young people can learn to improve their behaviour and manage well.
- Accept that all of our children have learning difficulties which impact on how they learn to behave.
- Understand that Fountaindale School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).

### 1.3. 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
- For pupils to develop their own strategies for managing their own feelings and behaviour, to be supported to regulate to reduce their anxiety in stressful situations.
- Learn how to deal with real life situations
- Encourage pupils to become independent, responsible, accepting and caring people with respect for the beliefs and values of others.
- Promote all aspects of each pupil's development, preparing them to make a positive contribution to society and to have an understanding of their rights and responsibilities as citizens.
- To develop pupil's social, communication and self-management skills.

## 2. Key Beliefs and Ethos for Behaviour

### 2.1. At Fountaindale School we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention children and young people can learn to improve their behaviour and manage well.

- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process.
- All of our children have learning difficulties which impact on how they learn to behave.
- All adults can learn strategies to support young people to improve their behaviour.

2.2. We believe that children and young people want to behave well. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

### Positive relationships and Positive Behaviour for Learning

2.3. Adults can support children and young people by the quality of our relationships with each other and them. These relationships are crucial. Each adult is a significant adult for our children and young people. Supporting Positive Behaviour for Learning is the result of the designated teacher or staff's commitment and dedication to building positive relationships with groups of pupils and with each individual pupil within the group. Pupils are more likely to adopt Positive Behaviour for Learning habits if the teacher/staff is able to demonstrate respect for each pupil and their individual needs and preferences by investing time in building those relationships.

### Behaviour and Communication and Positive Behaviour Support

2.4. How children behave gives us important information about how they are feeling. A Positive Behaviour Policy supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

### Children and young people can learn to improve their behaviour

2.5. Children and young people at Fountaindale School may find learning difficult; learning new behaviour is a task, just like learning to read or write. As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours. Most of our children and young people learn in small, incremental steps over a very long period of time.

## Mistakes are part of the learning process

- 2.6. We don't make a judgement about it – instead we support our children and young people to get it right. All adults can learn strategies to support children and young people to improve their behaviour. Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning. At Fountaindale School we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgmental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a focused way.
- 2.7. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. (Lead professionals, Coaching, Educational Psychologists, CAHMS, etc.)
- 2.8. All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development through coaching and mentoring, reflective practice and peer support to improve performance and professional competence.

## Restorative Practice

- 2.9. Restorative practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. <https://www.iirp.edu/restorative-practices/explained>
- 2.10. The fundamental premise of restorative practice is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than to them or for them. Restorative practice includes the use of informal and formal processes that proactively build relationships and a sense of community to promote good behaviour and self-discipline. These processes are most clearly evidenced in an approach to inappropriate behaviour that seeks to acknowledge responsibility for the harm caused, identifies how people are affected, and promotes the repair of relationships.
- 2.11. In schools, the use of restorative practices has been shown to reliably reduce inappropriate behaviour, bullying, violence and crime among pupils and improve the overall climate for learning.
- 2.12. In Fountaindale we use PILs (Post Incident Learning) to guide our discussions with our students. We also coordinate team discussions, post incident to help

and guide us on what happened and how we can reflect on the situation together, to create a different outcome in the future.

## Restorative Conversations or Post Incident Learning

2.13. Young people often need time and support to consider their actions and where things may be going wrong. Often with time, without an audience and with adult support young people can learn to make the right choices and be supported to 'make good'. Once teachers have exhausted the strategies above, the next step in the process for re-establishing positive behaviour for learning would be to host an informal restorative conversation or take part in some post incident learning opportunities. Often this is not possible during the lesson or cannot happen immediately because the pupil may need some reflection time as outlined above. Dependent on the pupil's communication needs and ability, Fountaindale pupils will be provided with opportunities to have a 'Restorative Conversation' at an appropriate time. A Restorative Conversation is simple in its framework. It is a calm and open space where the following questions are asked of the pupil. These may be adapted in light of the pupils varying communication abilities and understanding. • "What happened?" • "What were you thinking about at the time?" • "What have you thought about since the incident?" • "Who do you think has been affected by your actions?" • "How have they been affected?" Where appropriate pupils are provided with differentiated, visual Post Incident Learning tools which allow them to consider and reflect upon an incident. As a school we have designed two kinds of PILS for our pathways. One we can use with all students in a bespoke way, using verbal communication, AAC, Eye Gaze, AAC technology or through Semi and Pre-formal pathways having team meetings and discussing the needs of the young people and looking at next steps together.

## Reparation

2.14. Reparation means repairing relationships, or 'making good' in some way. We believe that children and young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the child or young person's mind on the punishment, rather than what s/he did. This frequently leads to children and young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others. Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected. Even children with complex difficulties can be supported to repair: we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause behaviour to escalate or become habitual. Example:

Behaviour Consequence Child or young person disrupts activity or behaves in a way that makes other children feel unsafe. Action: Child or young person has a break. Child or young person is supported by an adult to consider their behaviour (Reflection). Child or young person apologises to the group, for his/her specific actions and carries on with the activity. (Reparation) It is important for our children and young people to clearly link a specific behaviour with its consequence. The consequence needs to be a natural/logical consequence, which makes sense to a child. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this child or young person to manage?

## Trauma Informed

2.15. Fountaindale school is a trauma informed school. As a school we have adopted practices and policies designed to create a safe, supportive and emotionally secure educational environment for students who have experienced trauma. This includes a comprehensive system of awareness for all staff and a robust Therapy and Intervention Team, who deliver targeted interventions to promote healthy behaviours, reduce mental health issues and ensure successful academic outcomes. As a Trauma informed school, we recognise the importance of a child's environment in their ability to heal and succeed. Through the implementation of evidence-based practices, Fountaindale School is an environment that is trauma sensitive, mindful of the impact of trauma, and promotes healing. As a school we strive to understand the impact of trauma on all students, staff, and families and create an environment that is supportive of physical, emotional, and mental wealth.

## Social Stories

2.16. In Fountaindale school we use social stories and comic strip conversations to help infill situations for our young people. A social story is a bespoke story that is written for the young person explaining about a social situation so that the young person can better understand the event as well as the thoughts, feelings and actions of others. Social stories give specific instructions about how to respond and behave in specific situations that can be challenging for the young person.

## Pupil Voice

2.17. Fountaindale is committed to engage and consult all pupils in the school, not just on their own learning and additional needs, but also on issues related to the school as a whole.

2.18. Pupil Voice is a framework for more meaningful pupil engagement in schools. Pupil Voice provides pupils with systems and structures to enable them to contribute to school policy and practice and have a genuine role in designing their learning environment and curriculum on the premise that when pupils are more actively engaged in the system, they are more likely to actively engage with the system.

## 3. Expectations of staff

3.1. This policy outlines the school's expectations of staff:

- To maintain accurate and up to date pupil records;
- To engage in on-going professional development to ensure their knowledge of pupils' identified needs, including autism, along with developments in behaviour management techniques, including physical interventions, are up to date;
- To record and report incidents of inappropriate behaviour;
- To establish strong, positive relationships with pupils, parents, carers, staff, governors and involved agencies;
- To communicate effectively and appropriately with pupils, using appropriate methods for individual pupils;
- To adopt non-confrontational approaches;
- To work within the Fountaindale key beliefs and ethos as outlined above and within the physical intervention training delivered through the Team Teach approach, for supported handling techniques.
- To operate within a legal framework and ensure the safety of all;
- To contribute to behaviour analysis, hypothesis setting, developing behaviour strategies and interventions, and planning and reviewing behaviour support plans (PBSPs), now named Positive Relationship plans (PRPs); and
- To carry out strategies and interventions set out in Positive Relationship Support Plans (PRSP) and other pupil documents such as Education, Health and Care Plans (EHCP).

## 4. Meeting needs

4.1. At Fountaindale we do not believe in sanctions or punishment.

4.2. Every child and young person is an individual, with varying needs and preferences. What is outlined below are the preferred strategies which are in line with Fountaindale's overarching ethos. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs and levels of stimulation

and engagement. Personalised learning approaches ensure that we meet each child or young person at his/her point of development. If we are able to meet each child at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop.

## 5. Supporting Behaviour for Learning

### Supporting Pupils Learning

#### 5.1. Staff will support Pupils learning through:

- Accurately assessing the child or young person's needs through observation, evidence gathering and analysis – so that our lessons and interventions are well informed and planned.
- Plan to meet the child or young person's range of learning needs specific to the plans drawn up by their professional group, e.g., equipment, staffing, sensory needs
- Support the child to develop high levels of resilience and have high expectations for every child for now and for in the future.
- Support children and young people to develop high self-esteem, so that they believe that they can succeed.
- Prepare to deliver engaging, accessible and meaningful lessons and learning opportunities.
- Plan lessons and activities that encourage co-operation and group work.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the child to do.
- Know what motivates each child or young person.
- Praise pupils for their efforts, not their skills using positive growth mindset principles.
- Invest time to allow children to practice and make mistakes.
- Where appropriate, include the children and young people in the targetsetting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment).
- Give the child or young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their efforts and what they need to do to make further progress.
- Praise the children and young people for their specific effort and achievements, i.e., descriptive praise and do this often.
- Work in close partnership with parents and carers.
- Actively teach the children and young people behaviour for learning.

### The Learning Environment

## 5.2. An organised and tidy classroom environment encourages Positive Behaviour for Learning:

- All equipment should be stored away when not in use.
- Cupboards and drawers should be labelled to help staff and pupils find the equipment they need.
- Broken or faulty equipment should be put away out of reach whilst awaiting repair or replacement.
- Equipment that could be used as a weapon, such as scissors, should be kept in secure storage and counted in and out at the start and end of lessons.
- All lessons, equipment used and the rooms and spaces lessons take place in should be risk-assessed.
- The class teacher/timetabled teacher is responsible for ensuring appropriate risk assessments are in place.
- Displays should be kept up to date.
- Where appropriate, specific rules for learning areas should be clearly displayed and these should be in a format that is appropriate for all pupils.
- The layout of desks should allow for safe movement around the room, with exits kept clear.
- There should be at least one work area for single pupils away from the others.

## Building Relationships

### 5.3. To foster successful, enabling relationships we need to:

- Actively build trust and rapport – they have to be earned: they're not given.
- Demonstrate our belief in pupils, it supports them to succeed. (high expectations)
- We treat children and young people with dignity and respect at all times, eg by saying
- 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need.
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond.
- Invest in your relationships with the children and have fun together.
- Demonstrate through their body language that school is a good place to be.
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify.
- See things through, e.g. consequences in place as a response to particular behaviours, both desirable and undesirable.
- Keep our word – and if, for some reason, we are unable to honor a commitment to a child or young person, to communicate clearly about why this has happened.

- Identify the strengths in the child or young person – identify these with the child and build on it. If a child is not able to do this, advocate for the child within the team or professional group.
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect.
- Name and manage your own emotional reactions to children and young people’s behaviour, i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person.
- It is important to resolve difficult feelings about children’s behaviour – it is unhelpful history. Focus instead on getting it right in the future.
- Quietly but firmly hold appropriate boundaries for the children and young people.
- Seek support from wider professional networks to problem-solve challenging behaviour.
- We are always respectful to children; we do not talk about them over their heads or in front of other children.
- We are non-judgmental about children’s life experiences, but we use evidence to inform our planning for them.

## Scaffolding

5.4. Scaffolding – by this we mean all the things we do to support our children and young people to manage their own behaviour successfully. The scaffolding rules support positive behaviour.

5.5. They should be:

- Few in number
- Where developmentally appropriate, agreed with children and young people
- Communicated in a way that the children and young people can understand, including visual cues, objects of reference, social stories etc.
- Stated in the positive – things we are going to do
- Regularly referred to by all staff with children and young people
- Appropriate to the activity and developmental range

5.6. The scaffolding consists of:

- Accessible modes of communication
- Clear and realistic expectations
- Rules and Expectations- see below
- Routines – see below
- The language of choice
- Rewards and consequences
- Reparation and reflection wherever possible and appropriate

- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour.

## 6. Routines

- 6.1. Routines support our children and young people by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for all activities. The more consistency there is over routines, the easier it is for our children and young people. Routines also support behaviour for learning.
- 6.2. Staff should support routines by applying school and classroom rules consistently to themselves, as well as to the pupils, this includes arriving on time and meeting and greeting pupils at the door before a session.

## 7. Appropriate use of Language

- 7.1. This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.
- 7.2. This communication:
- Increases children and young people's sense of responsibility
  - Regards mistakes as part of learning
  - Removes the struggle for power
  - Is positive
  - Where appropriate, overtly links responsibility, choice and consequence
  - Helps them to take responsibility
  - Helps them to manage their own behaviour
  - Increases their independence
  - We are non-judgmental about children's life experiences, but we use evidence to inform our planning for them.

## 8. Staff training

## Training

- 8.1. As part of the induction process staff will receive an introduction to PRSP including Zones of Regulation (see appendix A) Staff will attend Team Teach training with refreshers as required. The Team Teach Coordinators will lead staff training sessions focusing on the PRSP ethos, modelling and refreshers relating to observed needs and issues recognised through reporting and monitoring.

## Positive Relationship Plans

- 8.2. All students will have a One-Page Profile (see appendix A). Students receiving targeted support will have a co-produced Positive Relationship Support Plan. This is a working document that will be reviewed and signed annually by students (where relevant), families and school during the annual review process.
- 8.3. 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.

# 9. Supportive Touch

## The use of reasonable force in schools and colleges.

KCSiE 24 Paragraph 166.

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to

be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Paragraph 167. The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages principals, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

Paragraph 168. When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 84-91), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

- Departmental advice for schools is available at Use of Reasonable Force in Schools
- HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful.

## Physical Intervention (PI)

- 9.1. Physical intervention is a supportive, non-restrictive strategy used by adults. It could be used for a variety of reasons e.g., a student may display behaviours of concern so be guided to a place of safety.

### Deciding Whether to Use Reasonable Force:

Under Section 93 of the Education and Inspection Act (2006), members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

All members of staff will make decisions about when, how, and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person
- whether the consequences of not intervening would have caused serious and significant damage to property
- whether the chance of achieving the desired outcome in a non-physical way was low
- making an assessment on the age, size, gender, developmental maturity of the persons involved

Staff will be kept informed and have a duty to inform others about the Personal Safety Plans around specific pupils who can present risks to themselves and others. This may include information about SEND, personal circumstance, and any experiences of trauma.

## Restrictive Physical Intervention (RPIs)

- 9.2. Restrictive Physical Intervention is restricting movement and mobility to disengage a student from creating significant harm to themselves, others or creating significant damage to property. Any RPIs must be reasonable, proportionate, necessary and in the best interest of the student taking place as a last resort for the least amount of time with the least amount of force. Any approved Team Teach RPIs used should be agreed because it's not a 'one size fits all' approach and agreed by parents and carers. Consideration needs to be given to context, physicality and medical needs. Team Teach techniques seek to avoid injury to the student, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring that the student remains safe.

1. Restraint: Should rarely be used, only after all other interventions have been exhausted. Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect.
2. Restraint: Should rarely be used, only after all other interventions have been exhausted. Should only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect.
3. All physical interventions should be recorded **on CPOMS** by 1 designated person after a physical intervention has occurred. This should happen within 24 hours of the event and in most cases before the end of the school day. Please give as much detail as possible stating facts only. As far as possible this account should be agreed by all staff involved. It is the responsibility of staff to read the account of a PI they have been involved with.
4. Parents should be informed of any physical intervention which has been used that day if it is not already in their RSP which will have been signed by parents.
5. If a significant PI has occurred parents/carers should also get a phone call from the class teacher/class team or if required a member of SLT.
6. Class teacher/class team should update the student's Behaviour Support Plan based on any new approaches /actions agreed for the student post incident
7. On a weekly and half termly basis Assistant Head Teacher will review the data in CPOMS and report to SLT.
8. SLT will continually seek to review and improve interventions and practice based on the records in CPOMS.

### Reporting to Parents and Carers

- 9.3. Teachers should develop an open and honest rapport with parents and carers to enable them to communicate concerns about pupil behaviour directly and promptly. Maintaining direct contact via seesaw, regular phone calls or emails are an effective tool for developing pupil's behaviour for learning skills.
- 9.4. Teachers will also be required to report on behaviour for a pupil's annual review meeting.

### Reporting to External Agencies

- 9.5. At any time for the purposes of external assessment by agencies such as CAMHS, teachers may be required to report on pupil behaviour.

### Evaluating

- 9.6. To measure the impact of this policy and associated practices, it is necessary to have formal monitoring and evaluation systems in place.
- 9.7. Specifically:

- Teachers are responsible for monitoring and evaluating the behaviour of individual pupils in their groups;
- SLT are responsible for monitoring the behaviour of all pupils within their areas of responsibility across all areas of school.

### The Team Teach Behaviour Expert/Leaders Team

9.8. This team is made up of:

- The Assistant Head with responsibility for producing Behaviour Reports and Data.
- A team of experienced staff from across the school who have completed trainer status within the Team teach Framework including physical intervention training.

9.9. At the end of each day, available members of the behaviour support team will meet to discuss the day's behaviour records, address any issues or training needs and organise any potential staff debriefs.

9.10. The evaluation and monitoring of behaviour through analysis of behaviour serves to identify ways to:

- Improve the learning environment;
- Deploy staff and resources effectively;
- Identify training needs; and
- Secure positive outcomes for all pupils.

9.11. At a systemic level, the analysis of behaviour data will help to identify areas of concern within cohorts, within specific environments, in specific subject rooms or at specific times of day. Practices can then be improved or implemented to address these concerns.

9.12. Similarly, behaviour data will be used to identify where new practices have had a positive impact and this will inform future developments.

9.13. On an individual pupil basis, behaviour data can be used to identify the impact of consequences and interventions, and where necessary practice will be modified accordingly.

9.14. Key, quantifiable measures of the success of this policy, practices and consequences will include a year-on-year overall reduction in:

- Recorded incidents of behaviour;
- Unauthorised absence;
- Recorded hate incidents;

- The use of force;
- Injuries to pupils or staff

## 10. Recording Incidents

- 10.1.** Behaviour incidents must be recorded and logged on CPOMS as soon as it is practically possible following each incident.
- 10.2.** More serious incidents involving positive handling 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

- 10.3.** Support can be requested by discussing individual concerns with Charlotte Adu & 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.
- 10.4.** 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.

## 11. Rewards

- 11.1.** 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.
- 11.2.** 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.

- 11.3. 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.
- 11.4. 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.
- 11.5. 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

- 11.6. Should any parent/ carer have any concerns in regard to the use of Positive handling techniques then explanations or demonstrations can be provided. The reasons of necessity of Positive handling would be discussed and additional agreed strategies would be implemented.

Fountaindale school will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers, and staff to voice their opinions, comments, or concerns. Complaints and allegations will be taken seriously, and should be reported to the safeguarding leads if a safeguarding concern to Rob Mulvey- Designated Safeguarding lead or Gayle Bowmer Deputy Safeguarding lead. If a concern about a staff member concerns should be given directly to the headteacher Chris Evans.

## 12. Use of Secure Spaces

- 12.1. Schools are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, Nexus MAT schools must be compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).
- 12.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.

- 12.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.
- 12.4. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.
- 12.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.
- 12.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

## 13. Zones of Regulation

- 13.1. In Fountaindale school we use the zones of regulation, in our positive behaviour support package in school. In school each class will have a display of zones of regulation. During the school day students will have check in points to see how they are feeling to provide discussions on identifying emotions. Staff support the young people to self or co-regulate how they are feeling. We do this using symbols, mirrors, music and coloured material, relating to the colours in the zones. We use these resources to explore how we are feeling.
- 13.2. The zones of regulation is a framework to support a child or young person to teach emotional self-regulation. The zones describe how someone's brain or body might be feeling. Things to note:
- Different zones are experienced throughout the day
  - There are no 'bad' zones and we do not judge a person for being in a certain zone
  - Being in the 'red' zone means we can talk about what has happened after the child
  - or young person has calmed down, to help them reflect

- You can be in more than one zone at once! For example, blue for tired or yellow for
- anxiety
- Why do we use zones of regulation?
- Children and young people need adults to help them 'co-regulate' i.e. to begin to
- understand what they are feeling and what the emotion is called
- It is a visual resource that can be used frequently throughout the day to 'check in'
- with how the person is feeling
- You can use the resource as a positive behavioural support – such as teaching
- underlying skills, rewarding efforts to use the tool to cope and reinforce how to stay
- in the green zone.

More information can be found at [The Zones of Regulation | A Curriculum For Emotional Regulation](#)