



BEHAVIOUR & DISCIPLINE POLICY



**SEN SPECIALIST
SCHOOLS**

Reviewed March 2018

Behaviour & Discipline Policy

March 2018

Next Review March 2019

Fountaindale School wishes to provide a school environment that is safe, caring and stimulating for the pupils/students in our care. In order to ensure that this is so, we have a policy that is a working document, with set procedures and guidance to create calm, secure, happy and friendly environments for all.

The school is committed to promoting its values, such as respect, honesty, fairness and social inclusion which forms a basis for this behaviour policy.

Our school curriculum enables us to teach moral values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-awareness, self-discipline, managing feelings, self-respect and respect for other people and property.

We also promote the reinforcement and understanding of these values and attitudes through our everyday actions and social contacts. This is delivered in age appropriate and/or matched to pupils/students level of understanding.

The school aims to resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

This policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice in school and must be read in conjunction with the school's anti-bullying policy. Its fair and consistent implementation is the responsibility of all staff.

The policy reflects current LA and DFE guidelines with regard to a range of issues including exclusions and physical interventions.

This policy takes account of initiatives based on our PSHE scheme of work and LA approved approaches like MAPPA (Managing Actual & Potential Physical Aggression)

Principles

The governors, after consultation with staff, parents and pupils wish the following principles to be promoted within the school:

- The school community promotes its values including honesty, fairness and respect for truth and justice
- All members of the school community have a right to feel safe
- All members of the school community have a right to respect
- All members of the school community have a right to learn.

Our Code of Conduct

We expect pupils/students & staff to behave in a manner that reflects the principles and ethos of this policy, in ways that support everyone's right to learn, be safe and treated with respect and care for members of our community. The school expects pupils/students to work as hard as they can, to communicate to others in appropriate ways, and to contribute to the positive ethos of the school. It is the responsibility of everyone in school to promote our nurturing ethos and make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and well-being.

The school recognises that the level of understanding may vary for individuals and the staff needs to make appropriate allowances in helping/pupils/students follow these guidelines.

School Rules

The school has a set of shared and understood positive rules that clearly define the high standards of behaviour and the positive ethos we expect in the school. These shared rules are set out below:

- We are friendly, polite, helpful and show respect
- We are honest
- We try hard and always work to the best of our ability
- We listen to all members of staff and try to cooperate
- We take care of school property and our own and others' belongings
- We move around school in a safe, quiet way.

The expectations of pupils and staff are displayed in symbols and text in all areas of the school and referred to by staff as acceptable and unacceptable behaviours. Assemblies and/or circle times are used to revisit and teach these rules.

School systems for promoting positive behaviour

Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and children. The school embodies the underlying principles of the PSHE curriculum through enabling pupils/students to learn the skills of self-awareness, self-regulation and empathy as well as social skills.

Pupils/students are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. The staff of the school adopt a positive and empathetic manner when responding to children and each other.

Rewards

Verbal praise is the most frequent reward given. Parents may also be informed through informal conversation, notes in school message books or parents' evenings.

Class teachers/tutors are responsible for establishing processes for acknowledging and praising positive behaviour that are consistent with the school approach. Merits are assigned to pupils from any member of staff.

The use of rewards for individuals following behaviour programmes is an acknowledgement of the considerable efforts they have made and must be seen as fair by the school community (this may be at an individual class level).

Star of the week assemblies are teacher led pupil nominations to reward those pupils who have excelled in the school week.

Sanctions

If dealt with firmly & fairly, many occurrences of 'mis-behaviour' can be dealt with instantly. All staff have the right to deal with such instances.

For pupils/students who choose to repeatedly disregard the rules or for more serious incidents consequences are in place.

These sanctions are hierarchical and designed to both reinforce the school rules and help teach pupils/students understand and follow them.

- The incident should initially be reported to the pupil's/student's class teacher/tutor.

- The class teacher/tutor should decide on necessary action. This could include:
 - Discussion with the individual
 - Discussion with staff
 - Discussion with parents (after discussion with the relevant Vice Principal) which may lead to a sanction being applied or formal sanction/reward programme being needed to be put in place.

All incidents requiring formal sanctions must be recorded on the school's incident recording pro-forma and passed and discussed with the relevant Vice Principle.

The class teacher/tutor must ensure appropriate levels of supervision are in place if a pupil/student is excluded from a situation, for example if the pupil/student is to spend the 'rest of break' away from his/her peers.

- The appropriate Vice Principle will agree with the class teacher/tutor the possible programme of sanctions/rewards are required. This could result in a formal letter to parents inviting them to a meeting in school. (This will be done through the Principle)

The Vice Principle must also decide who needs to be informed within school of sanctions and/or programmes individual children are on.

The Principle will advise the Vice Principle if parents are invited into school or if any other agencies need to be involved. The Principle will decide who should chair such meetings with parents and other professionals and what other staff from school should be present.

The levels of support available to the family will be discussed and agreed at the parents' meeting

- The Principal will, in exceptional circumstances, consider the use of fixed term exclusions from school as a consequence and adhere to LA guidelines.

Screening and Searching Pupils

Pupils must not bring in dangerous, illegal or proscribed items into school (see appendix 1)

The school may search bags or individuals if staff suspect that a pupil has a banned item in his/her possession. If a staff member is suspicious they should not carry out a search without consulting either the Principal or Vice Principle.

The Principal or Vice Principle will then arrange for the search to be carried out in accordance with the legal conditions stated within DfE guidance 'Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governors (Feb 14).

Malicious Allegations

The Principal will investigate or allegations against staff and if these are deemed malicious will take appropriate action in accordance with the guidelines in this policy.

Guidance on Physical Intervention Between Staff and Children.

The school adheres to the principles of MAPA and the LA guidelines and policy; due regard is given to the making of reasonable adjustments for our pupils with disabilities and difficulties.

Where appropriate specific plans are written to inform staff of those individual needs and approaches.

Guidance on the Use of Locks on Classroom Doors

In accordance with Human Rights legislation and Government and Local Authority guidance, the school has produced a policy on the use of locks on classroom doors as a behaviour management strategy. The policy is outlined in Appendix 2 and stipulates that the use of a locked door to isolate a child can only be adopted in exceptional and highly controlled circumstances.

Staff Development

The Vice Principles will identify the need for training and will arrange in conjunction with the Principle a programme of training.

Vice Principles have a responsibility of advising the Principle of specific training needs across the school.

Access to this policy is available to all staff.

The policy is available on Office 365; all staff receive a message when the policy is updated.

Monitoring

The phase leaders ensure that the policy is brought to the attention of staff, families/carers and pupils in the Autumn term.

The policy is formally reviewed every year.

The policy is monitored less formally within Senior Leadership, Leadership and Teachers' meetings each term, including the use of rewards and sanctions that have been applied.

Any complaints arising from the implementation of this policy should be addressed to the Principle.

See also:

- School Record of Concern pro-forma
- School Behaviour Plan pro-forma
- Anti-bullying Policy
- Internet & E-learning Safety Policy
- LA Physical Intervention Policy & pro-forma

Appendix 1 – Behaviour and Discipline Policy

BANNED ITEMS LIST

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. The list below is not exhaustive but is intended as a guide. The specified items on the list, and any item that would fall into the first 3 categories, should not be brought in to school.

Sanctions under the Student Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT

- Matches, lighters, etc

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes
- E-cigarettes
- Tobacco
- Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives, including pen knives and craft knives
- Razors
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches

- Knuckle dusters and studded arm bands, bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Other Items

- Any form of liquid based correction fluid Note: students may use correction tape and correction tape devices
- Chewing gum
- Energy drinks (unless specifically agreed as part of a child's medical regime)
- Offensive material (pornographic, homophobic, racist etc)
- Cameras. Note : the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff



Appendix 2 – Behaviour and Discipline Policy

THE USE OF LOCKS ON CLASSROOM DOORS

The restriction of a young person's right to leave a space of their own accord can be considered as a deprivation of Liberty under Human Rights legislation*, unless there is an immediate danger to themselves or others.

Schools also have a statutory duty to safeguard and promote the welfare of **all** children**

DfE guidance for schools in England, 'Behaviour and Discipline in Schools: Advice for Head Teachers and School Staff (February 2014) states 'Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances.'

Using a lock on a classroom door, including a high thumb turn lock, as a matter of routine to prevent children from 'straying' from the classroom can not be condoned as an exceptional circumstance. Even if there may be an immediate risk for a particular child, the liberty of other children, for whom the risks are less apparent, can not be restricted.

As a result and with regard to the statutory guidance above and to Nottinghamshire County Council guidance, the School's policy on the use of locks on classroom doors states:

- Locks on classroom doors **should** be used to prevent children from **entering** a classroom unattended where dangerous materials or equipment may be present. As such, the specialist Food Technology Room, Art and Design Room, Science Lab and hydrotherapy Pool should always be locked when unattended by staff
- Locks can be used in exceptional emergency situations to prevent an individual or individuals from entering the room who may wish to harm the children (eg. If an intruder is reported in the school building). This would normally be activated by a 'Code Red' message on the internal intercom
- The use of a lock to routinely prevent an individual child or children from straying from a classroom is not acceptable. The class teacher has the responsibility to manage the classroom and the class staff in a way which minimises risk and prevents disruption to learning.

- The use of locks to prevent an individual child from leaving a room may be approved by either the Principal or Head of School in exceptional circumstances where there is an immediate danger to the child or others subject to:
 - a) This being a course of action agreed in writing with parents and written into the child's behaviour or 'Consistent Approaches to Supporting Pupils' plan
 - b) This is a course of action aimed at minimising risk, avoiding the need for physical restraint, and allowing the individual time and space to calm
 - c) This action is never used as a punishment
 - d) The length of time that the child is kept in isolation is minimal, with limits clearly stated in the plan
 - e) It is part of a longer term strategy towards managing the child's behaviour
 - f) The plan stipulates the number of staff to be in the room with the child and the number of staff to be observing from outside, ensuring the child is never left unobserved
 - g) The plan stipulates the room to be used and that there is a specific risk assessment in place for the layout of that room in relation to the child
 - h) The plan includes a risk assessment of the individual in that room, including any specific additional medical needs
 - i) Methods for moving the child to and from the room are in accordance with the school's policy on Physical Restraint
 - j) Accurate records are maintained of each time isolation is used, including pupils and staff involved, times and dates, descriptions of behaviour of the pupil and actions/interventions of staff. Such records are interrogated by the Principal or Head of school after each incident and data kept and reported to governors termly (if any occurrences) regarding frequency and patterns of use.

*UN Convention on the Rights of the Child December 1991, Article 3: All organisations should work to the best interests of the child.

**Keeping Children Safe in Education July 2015, Information for all school and college staff