

Meadow High School

Behaviour Policy

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Signed by:



Headteacher

Date: 11/12/24



Chair of governors

Date: 14/01/25

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Statement of intent

Meadow High School believes that the whole school, groups and individuals are responsible for their behaviour. We believe that an educational community is one which anticipates, mediates and reflects upon the behaviour of all its members. Whilst intolerant of all behaviours which fail to take account of the rights of others, we recognise that the development of social competence occurs at different rates. Consequently, we believe we should consider how best to plan to meet the need for continuity and progression as an entitlement to successful individual personal and social development.

In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Ensuring clear and high expectations for all pupils, providing reward and recognition.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Understanding an individual's context including attachment difficulties and trauma.
- Adapting learning environments to support pupils' access to the curriculum.
- Adopting a proactive approach to prevent small concerns from escalating.
- Teaching Social and Emotional Learning including self and co regulation taught following Social Communication Emotional Regulation Transactional Support (SCERTS) principles. (Appendix 1)
- Praising and rewarding good behaviour in line with the school's rewards system.
- Promoting pupils' development of empathy and consideration for others.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Working collaboratively with young people, parents, families and professional agencies.
- Developing positive relationships with pupils to enable early intervention.
- Acknowledging that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities.
- Adopting a shared approach which respects the pupil voice in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Preparing pupils for their Life Beyond Meadow.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy

2. Roles and responsibilities

The Governing Body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the Governing Body, and having any regard to guidance provided by the Governing Body on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The Inclusion Lead will be responsible for:

- Collaborating with the Governing Body, headteacher and the Mental Health Lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Ensuring that pupils have access to bespoke interventions as required.
- Ensuring that appropriate behaviour support is in place for vulnerable learners including looked after children (LAC).

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the Inclusion Lead and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to access the curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Recording behaviour incidents in line with the school's Child Protection Online Monitoring System (CPOMS).

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping relevant staff members up-to-date with any changes in behaviour including:
 - Form Tutors.
 - Welfare Lead.
 - Designated Safeguarding Lead.
 - Inclusion Lead.
 - Assistant Headteacher.
 - Deputy Headteacher.
 - Headteacher.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Managing their own behaviour both inside school and out in the wider community including online behaviour.
- Treating the school's premises and property with respect.
- Wearing appropriate school uniform.
- Accepting sanctions and consequences.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules, including appropriate online behaviour, and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Discussing any concerns about behaviour with a relevant member of staff.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or vapes.
- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disruptive behaviour that inhibits the learning of others.
- Any behaviour that threatens safety or presents a serious danger including vandalism.

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption in lessons, in corridors and during break and lunchtimes
- Failure to complete classwork
- Rudeness
- Disruption on public transport
- Use of mobile phones without permission

- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. They will undertake training on how to use CPOMS.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they require support to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To manage behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience and positive mental health using the four Rs as part of a whole-school approach.

- **Realise** - understand the impact that trauma and adverse childhood experiences have on a pupil’s mental health, behaviour and education.
- **Recognise** - identify triggers, empower students so that they are better able to regulate.
- **Respond** – work collaboratively with other agencies and the school’s therapy team to provide consistent support for pupils.
- **Resist** – be aware of any factors or stressors affecting a pupil at any given time and be able to interact empathetically and plan their learning appropriately including adapting their behaviour plans.

The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Designated Safeguarding Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the unacceptable/inappropriate recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour.
- Restorative conversation.
- Reflection time with a staff member.

Where a pupil's unacceptable/inappropriate is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to a senior member of staff.
- A designated staff member investigates the incident and decides whether it constitutes unacceptable behaviour.
- Strategies are followed in line with the pupil's Safety Plan. (Appendix 2).
- The Assistant Headteacher, in consultation with the pupil and relevant staff members, decides on the appropriate consequence.
- A relevant staff member informs the pupil's parents on the same day, where possible.

Following repeated incidents of unacceptable behaviour, the following sanctions will be considered:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- A pupil's communication difficulties, or mental health issues that may be contributing to the pupil's behaviour will be considered.
- A pupil's Safety Plan will be updated to reflect their current needs.

Following further incidents of unacceptable behaviour, the following sanctions will be considered:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.
- Parents will be informed immediately.
- The Virtual School will be informed if the pupil is a looked after child.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

At Meadow High School a tiered system (Appendix 3) is used to identify behaviour needs and to provide bespoke support to individual pupils.

Tier 1 - All pupils will have:-

- A pupil profile
- A zones of regulation passport

Tier 2 - Pupils who engage in low levels of unacceptable behaviour will have:-

- A self-referral report
- A form tutor report
- A subject report
- An Assistant Headteacher report

Tier 3 - Pupils who engage in serious unacceptable behaviour will have:-

- An individual pupil safety and support plan (This will be time limited and reviewed termly.)

Tier 4 - Pupils who are Tier 3 or have had restricted physical intervention will have:-

- An individual pupil safety and support plan (This will be time limited and reviewed termly.)
- A positive handling plan

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure that these interventions are carefully assessed, planned and monitored.

Examples of initial interventions to address unacceptable/inappropriate will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Interventions including nurture groups, Emotional Literacy Support Assistance (ELSA)
- Engagement with local partners and agencies and the school's therapy team
- Consultation with the Virtual School for LAC pupils
- Multi-agency assessment
- Placement review in consultation with the LA

Promoting positive behaviour through the curriculum

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Praise and rewards will be used by staff where expectations are met to acknowledge and encourage good behaviour. There will be a focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. moving around the school safely.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with specific needs will be made. Consistent and trauma-informed language will be used when acknowledging positive behaviour and addressing unacceptable/inappropriate .

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures

Behaviour will always be considered in relation to a pupil's SEND needs. If it is deemed that a pupil's SEND has contributed to their unacceptable/inappropriate, the school will consider whether it is appropriate and lawful to sanction the pupil.

The school will aim to anticipate likely triggers of unacceptable/inappropriate and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's exit route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Restrictive Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from injuring themselves or others, or causing damage to school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Restrictive Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's family will be contacted. A safety plan and positive handling plan will be put in place for the pupil.

When using reasonable force in response to risks presented by incidents involving pupils with specific SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The team around the pupil will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Reflection Time

The school will make it clear to parents and pupils that they are able to use reflection time as a sanction to deter future unacceptable/inappropriate , both during and outside of school hours. The use of reflection time as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

All teachers at the school will be permitted to use reflection time to sanction a pupil if required.

Parental consent will not be required for reflection time unless deemed necessary.

When issuing reflection time, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the reflection time is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a reflection time outside of school hours, staff will consider the following:

- Whether the reflection time is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities.
- Whether the timing of reflection time conflicts with a medical appointment.
- Whether the parents ought to be informed of the reflection time – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Reflection time will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

Reflection time will be used as a restorative measure and the staff member may use the reflection time template (Appendix 4) to scaffold the conversation with the pupil.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking, vaping and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Restrictive Physical Intervention Policy. The prohibited items where reasonable force may be used are:

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

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival, stored in a secure safe in the classroom and collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year by drawing up an agreed Class Charter with clear sets of rules that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for unacceptable/inappropriate .
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Pupils are expected to:-

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- House points (Appendix 5)
- Communicating praise to parents
- Certificates, prizes from the vending machines and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with specific needs.

The Inclusion Team will have clearly defined responsibilities, enabling pupils to receive the most effective support.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Pupils at the school are expected to represent the school in a positive manner.

Staff can sanction pupils for unacceptable/inappropriate outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for unacceptable/inappropriate outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will apply the same sanctions for bullying incidents and non-criminal unacceptable/inappropriate witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of alternative provision
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the headteacher and Inclusion Lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **September 2025**.

What is SCERTS?

SCERTS® is an innovative **educational model** for working with children with **autism spectrum disorder (ASD) and related disabilities** and their families.

- Provides **specific guidelines** for *helping a child become a competent and confident social communicator*.
- **Preventing problem behaviours** that *interfere with learning* and the *development of relationships*.
- Designed to **help families, educators and therapists work cooperatively as a team**, in a carefully coordinated manner, to **maximize progress** in supporting a child.



The acronym “SCERTS”[®] refers to the focus on:

SC – Social Communication – the development of spontaneous, functional communication, emotional expression, and secure and trusting relationships with children and adults;

ER – Emotional Regulation – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting;

TS – Transactional Support – the development and implementation of supports to help partners respond to the child’s needs and interests, modify and adapt the environment, and provide tools to enhance learning *e.g., picture communication, written schedules, and sensory supports*.

Specific plans also developed to provide *educational and emotional support to families*, and to foster teamwork among professionals.



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Appendix 2



Pupil Profile (All pupils, tiers 1,2, 3 and 4)

Name of Pupil:	
Date of Birth:	
Key Stage / Year Group:	
Date of Plan Written:	
Date of Review(s):	

Safeguarding Categories / Key identified Risks:	
Strengths:	
Known triggers/ areas of difficulties:	
Effective Strategies: Learning	
Current Tier:	

In School Support / Interventions:	
External Services Support:	

SEND:		Pupil Premium	LAC/PLAC/S GO	Social Care
Health Care Plan:		EAL	PEEP	Other, please specify

Tier 2: Individual resources

Tier 3/4: Individual Safety and Support Plan (including individual risk assessment)

No planned RPI - Tier 3	Planned RPI- Tier 4
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Nominated person overseeing plan:

Behaviour of Challenge	Possible function of behaviour	Who may be harmed? Who is at risk?	Risk Rating Score (likelihood x severity)	Adaptations and Interventions	Recovery techniques and support needed:	Staff Leading

Agreed Targets:	
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New Skills to be taught:	
Reinforcers and Rewards:	
Resources needed:	
Reviewing progress:	

Tier 4:

RPI history- approved RPI's/ frequency

RPI type:	Date first used:	Considerations:

Reference for risk assessment:

Severity		Likelihood	
5	Death, debilitating injury (including psychological)	5	Is expected to happen in most circumstances
4	Major Injury e.g. broken bone, unconsciousness	4	Will probably occur at some time, or in most circumstances
3	Moderate Injury e.g. sprain, strain, hospital referral	3	Fairly likely to occur at some time, or in some circumstances
2	Minor Injury - e.g. cuts, first aid required	2	It is unlikely to, but could, occur at some time
1	Trivial Injury e.g. minor bumps and bruises	1	May only occur in exceptional circumstances

Risk Rating	Action Required	
Unacceptable	STOP	Stop activity and take immediate action
High	Urgent Action	Stop activity if necessary, maintain existing controls rigorously
Medium	Action Required	Improve within a specified timescale
Low	Monitor	Seek to improve at the next review or if there is a significant change
Trivial	Trivial	No further action, but ensure controls are maintained and reviewed

LIKELIHOOD	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15

	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
	SEVERITY					

Appendix 3

Tier	Target Group	Proforma et al	Management
1	All Pupils	Pupil profile and Zones of Regulation Passport (age appropriate)	Pupil Form tutor Class Teaching Assistant (advice from AS or Therapy Team if required)
2	Low level unacceptable behaviour and interaction	Self-referral report Form tutor report Subject report Assistant Head report	Pupil Form Tutor Subject Teacher including Faculty Leader
3	Serious unacceptable behaviour/SEN or SEMH safety concerns	Individual pupil safety and support plan (time limited-reviewed termly or earlier if triggered)	Pupil Form Tutor Parent/Carer Inclusion Lead Assistant Headteacher Other SLT Other outside professionals/agencies if required

4	Tier 3 who have had or need RPI	Individual pupil safety and support plan (time limited-reviewed termly or earlier if triggered) Positive Handling Plan	Pupil Form Tutor Parent/Carer Inclusion Lead Assistant Headteacher Other SLT Other outside professionals/agencies if required
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Name:

Date:



Reflection Time Sheet

Reflection Time	Break Time Lunch Time After School
<p>You can complete this sheet with a member of staff and talk through why you are in reflection time. This is chance for you to look through your Behaviour Support Plan and share your thoughts and feelings.</p>	
<p>Why have you been given reflection time?</p>	
<p>What can you change next time?</p>	
<p>What choices can you change in the future?</p>	
<div style="display: flex; align-items: center; justify-content: center;"><div style="border: 2px solid black; border-radius: 15px; width: 200px; height: 60px; margin-right: 20px;"></div><div style="font-size: 40px; color: #90EE90; margin: 0 20px;">→</div><div style="border: 2px solid black; border-radius: 15px; width: 200px; height: 60px; margin-left: 20px;"></div></div>	
<p>What impact has your behavioural choice had on others (students, staff)?</p>	
<p>Student Signature</p>	<p>Teacher Signature</p>

House Points Statement

At Meadow High School we aspire to build a successful community of young people and adults who are prepared for their Life Beyond Meadow. We aim to create a culture in which individuals both respect and celebrate differences and diversity, becoming caring citizens who contribute positively to our school and the wider community.

One of the ways we build our school community is through our reward and incentives house points scheme. Young people are allocated a house in Year 7 and this stays the same throughout their time at school. The houses are red, green, yellow and blue. Young people can participate in whole school events for their house including sports day and the inter-house cup.

Young people can earn house points for good choices, hard work and excellent behaviour for learning. If young people get 50, 100 or 150 house points they receive a certificate and a coin in assembly. This coin allows them to redeem a prize from the vending machines that are located around the school. Every week the winning house is announced over the tannoy. Every term the house winners are announced in whole-school assembly and presented with the house cup. They also receive a non-uniform day the following term.

Guide to Giving House Points

All staff can give out house points including the Therapy, Site, Office and Kitchen Teams.

When a house point is given, it cannot be taken away.

House points must be recorded in a young person's link book.

All tutor groups should have on their notice board a sheet for collecting individual house points and one for collecting weekly totals.

Weekly totals are sent to Miss Barratt on Friday morning in time for the announcement in the afternoon.

House points should be given in line with a pupils' needs and personalised to each individual student's achievements.

1HP- Following the school rules, academic achievement, good behaviour for learning. GOOD

- *Great answer in class.
- *Completing home reading.
- *Good effort and trying your best in a lesson.
- *Following all staff instructions.

2HP- Going above what is expected/recognition of a significant achievement. GREAT

- *Achieving a PLIM target.
- *An extended piece of work in any subject.
- *Coping well with significant changes or transitions.
- *Supporting a peer.
- *A sporting achievement.
- *Excellent behaviour for learning.
- *Attending school every day for the week.

3HP- Something outstanding or exceptional A WOW MOMENT (EFL- evidence must be added)

- *Something that is personal to the individual- could be attendance, behaviour, academic.

*Completing an exam/assessment.

*Receiving a subject award certificate.

*Representing the school on a visit responsibly.

*Achieving all PLIM targets.

No young person should be getting more than 3HP at any one time or in one lesson.