

Meadow High School



Behaviour Management and Policy Procedures

Policy No. 3

Type of Policy: Statutory

Effective Date: June 2019

Last Revised: October 2016

External Requirement for Review: Due for review June 2020

Reviewed: October 2020

Policy Owner: Senior Leadership Team

Policy Contact: J. Richards jrichards@meadowhighschool.org

Approved by Governors: Yes / No

(if no, please complete feedback sheet and return to Office Manager)

Signed:

Date:

1. Reason for Policy

This policy aims to:

- Provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- Provide a framework for our collective beliefs, understanding and insight into human behaviour as it relates to learners with complex learning needs at Meadow High School.
- To provide a holistic, whole person, inclusive model for our understanding of self-regulation and behavioural needs.
- To provide a consistent approach to behaviour
- Define what we consider to be unacceptable behaviour, including bullying
- Outline our expectations on how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Policy Statement

At Meadow High School we want our Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning.

We do not follow a 'one size fits all' approach whilst maintaining consistently high expectations and standards

We incorporate a holistic, whole person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs.

We believe that behaviour is a meaning of communication and that behaviours which challenge always happen for a reason and might be the only way a learner can communicate - it can arise for reasons which are personal to the individual. On occasions some pupils may present with challenging behaviours which require a Restrictive Physical Intervention (RPI). Any such interventions will be reasonable proportionate and will be necessary for the safety of the individual pupil or for the safety of others. RPIs are used as a last resort for pupils who are not able to regulate themselves safely and are used for the minimum amount of time possible. All restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

Learners who display, or who are at risk of displaying, behaviours which are challenging will be supported. Individual pupils will have personalised support plans which are devised by school staff in conjunction with the pupil and home where possible. All pupils displaying challenging behaviour have a Positive Handling Plan (PHP), which is shared with home. This plan is a summary of supportive measures and strategies, which are aimed at help the pupil to self-regulate and communicate needs and wishes successfully. Where appropriate it also will indicate where a RPI has been required.

3. Scope

All pupils, staff and support staff at Meadow High School.

4. Definitions

Misbehaviour	<ul style="list-style-type: none">• Disruption in lessons, in corridors between lessons, and at break and lunchtimes• Non completion of classwork or homework• Disrespect to staff and/or peers <p>We recognise that children display challenging behaviour for a range of reasons. They may have problems with communication, they may have mental health needs, they may be in pain, have sensory needs or there may be issues outside of school. Early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. We recognise the need for disciplinary procedures but these must reflect on the underlying causes of their difficulties and seek to address the barriers to self-regulation.</p> <p>(Taken from 'Behaviour and Discipline in Schools - Publications and Records 8.11.2010 - Memorandum submitted by Special Educational Consortium)</p>
Serious misbehaviour	<ul style="list-style-type: none">• Repeated breach of school rules• Swearing• Disrupting the lesson• Unacceptable behaviour around school• Consistently out of lessons• Verbal abuse• Going off site• Any form of bullying (including homophobic/sexual/racial)• Sexual assault (which is any sexual behaviour which causes humiliation, pain, fear or intimidation)• Upskirting• Sending inappropriate and/or offensive material through media• Theft• Fighting• Smoking• Verbal/physical abuse of staff• Malicious damage of property• Possession of any prohibited items. These are<ol style="list-style-type: none">1. Knives or weapons2. Alcohol3. Illegal drugs4. Stolen items5. Tobacco, lighters and cigarette papers6. Electronic vapes7. Fireworks8. Pornographic images9. Any article a member of staff reasonably expects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
Bullying	<p>'Repetitive, intentional harming of one person or group by another by another person or group.'</p> <p>Meadow High School has a robust anti-bullying policy and we do not tolerate bullying of any kind.</p>

	<p>Types of bullying include:</p> <ul style="list-style-type: none"> • Being unfriendly, excluding, tormenting (emotional) • Hitting, kicking, pushing, taking another's belongings, any use of violence (physical) • Racial taunts, graffiti, gestures (racial) • Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about a sexual reputation or performance, or inappropriate touching (sexual) • Upskirting • Transphobic and homophobic incidents • Name calling, sarcasm, spreading rumours, teasing (direct or indirect verbal) • Cyberbullying: bullying online, such as through social networking sites, messaging apps or gaming sites.
Reflection Time	<p>We do not use the term 'detention' at Meadow High School as 'detention' has connotations and meanings that are emotive and linked to negative self-esteem. Such impressions can increase a behaviour and lead to lower self-esteem and confidence. We do keep a pupil to catch up on the work they have missed or keep them back to talk to them about how they could make better choices etc. In both these instances the teacher who has had difficulties with the pupil has the responsibility for carrying this out and passing the information onto the form tutor. If this is a frequent occurrence, then the teacher should talk to the form tutor for thoughts and ideas on how to support the pupil in making better choices. The form tutor can then build a better picture of the pupil's needs and effective supporting strategies which they then add to the individual pupil's PHP, RA, context sheet and profile where appropriate.</p>
RA (Risk Assessment)	<p>Any pupil with significant risk factors (medical and/or behavioural) must have a Risk Assessment completed</p> <p>To purpose of this is to identify:</p> <ul style="list-style-type: none"> • the reasons for the Risk Assessment • Summary of dates and incidents • settings • triggers • adult to whom behaviour likely to be exhibited • peers to whom behaviour likely to be exhibited • control methods to reduce risk • daily management/early intervention to manage risk • reactive interventions <p>+ types of behaviour causing concern frequency form</p> <p>+ Risk level matrix</p>
PHP (Personal Handling Plan)	<p>Where there is clear potential that exists for an individual pupil to repeat behaviour that may be harmful to themselves, others or property it is good practice to draw up a Positive Handling Plan for the learner. The primary aim is to reduce physical intervention. The plan is based upon changing conditions and approaches towards the learner from one of control to one of cooperation. This affords the learner opportunities to own and subsequently change their behaviour.</p> <p>There may be situations where a learner may display a behaviour which can put themselves or others in danger.</p> <p>To prevent harm to the pupil, to property or to others, restrictive Intervention may be deployed.</p>
Restrictive physical Intervention (RPI)	<p>The positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury to him/herself, a member of staff, another pupil, or significant property damage.</p>

	We will use PRI when deemed reasonable, proportionate and necessary. Within this, pupils may incur bruises, scrapes and small cuts. It is important to note that RPI is the 'last resort' option
Serious Incident Report Restraint Form	This is completed where a restrictive physical intervention has had to be used on a pupil. All staff involved must complete in full within 24 hours of the incident. These forms are then signed by the Headteacher.
Reparation	Repairing relationships, or 'making good' in some way. Pupils should always be given the opportunity to repair relationships, and they do generally want to do this. We do not believe on the concept of 'punishment,' because it focuses the pupil's mind on the punishment, rather than what s/he did. These meetings are mediated by senior member of staff.
Safer Schools Police Officer	The Safer Schools Unit allocate a Police Officer to work in partnership with Secondary schools in the borough to promote respect, responsibility, and civility which can enhance the prospects for maximum educational achievement. This provides a way forward for schools, working together with the police and others to deliver these outcomes for children, young people and their communities.
CAHMS LD	Child and Adolescent Mental Health Services (CAMHS - term for all services which work with children and young people who have difficulties with emotional or behavioural wellbeing). CAMHS LD is a service specifically for pupils with learning difficulties) If there are concerns about a pupil's behaviour and/or mental health we can refer to CAMHS to support the pupil and their family.
Internal Exclusion	The pupil remains on the school premises but does not go to the same lessons as other pupils. They may work with their support staff in a separate environment.
External Exclusion	A pupil is not allowed to attend school for a fixed period of time, usually as a result of their behaviours.
Monitoring	Methods used to monitor behaviour include referral forms, reports and 'Round Robins.' Reports range from Form Tutor/Assistant Head/Deputy Head/Head Teacher (these reports have targets for each lesson and break time and are used in order to monitor behaviour across the school and throughout the curriculum) If you have any safeguarding concerns about a pupil it must be recorded on 'My Concern.'
MyConcern	A safe and effective system for recording and managing safeguarding and wellbeing concerns about children, young people and vulnerable adults. My Concern enables staff to manage safeguarding responsibilities in school. The system also allows staff to easily build a team around the young person, putting them at the centre. MyConcern provides clear, easy-to-audit evidence for Ofsted, Estyn and ISI inspections. It supports the recording and management of safeguarding concerns to minimise risk, ensure compliance, maximises efficiency and to safely share data with any trusted parties and agencies. To record concerns, the system can be easily accessed through a secure online platform by all members of staff. The Safeguarding Team and Safeguarding Lead are notified immediately via email. My Concern and subsequent actions are reviewed in weekly safeguarding meetings by the Safeguarding Team.

5. Procedures

Procedures outline how the policy's requirements will be met.

5.1 Delivery

Link Book	Teachers are able to communicate with pupils' homes via the LINK book and vice versa. The LINK book can be used to record positive events and there is space for pupils to record their merits.
Rewards	<p>In general, we expect reasonable behaviour. Some of the 'reward pupils can receive are:</p> <ul style="list-style-type: none"> • 'Merits' (ACES) for positive behaviour and/or improvements in behaviour. (The rewards link with small rewards which pupils can accrue to exchange for prizes.) Pupils should usually receive one merit (ACES) at a time for excellent work, improved behaviour etc. Merits (ACES) can also be given for: <ol style="list-style-type: none"> 1. contributions to special school events 2. representing the school in a positive way whilst on a trip or with visitors • reward trips at the end of the year (arranged by staff) • Pupil of the Term - certificate and prize at the end of term assembly (as nominated by their Form Teacher) • House Groups - non-uniform day for the house with the most merits • 'Most Improved' and 'Pupil of the Week' certificate awarded in the whole school weekly assembly. • Other rewards are used to celebrate success and encourage improvement
Pupil Referrals	<p>Teachers and support staff will complete a referral form for each instance of unacceptable behaviour. The referral must give a reason for the referral, together with the action taken. This original must then go to the Form Tutor, who will then put the referral in the pupil's tracking file.</p> <p>Please note that in any instance of racist, homophobic comment or bullying, a copy of the referral must go to the office so that a record can be kept for the Local Authority.</p>
Referral Tracking Form	Form Tutors or their support staff will keep a record of for every pupil in their form of the referrals they may receive, the name of the referrer, the period, the time, the lesson (if applicable) together with brief details for the referral and the action taken and code from the referral form. (The reason for this being to try to identify possible patterns and seek to rectify any possible reasons for the behaviour.)
Internal/External Exclusion/After School Reflection Time Form	<p>If an after school reflection time/internal/external exclusion occurs the relevant slip must be completed and returned to the office. (Internal/external exclusions will be set by a member of the Senior Leadership Team).</p> <p>Under DfE guidelines, schools do not need to give parents or carers notice of an after-school reflection time. Parents must be contacted and made aware. The expectation is that the reflection time would be on the day and in the case of an After School Reflection Time only if the pupil could travel home safely afterwards. If a safe journey home is not deemed possible on the day, the After School Reflection Time would be postponed to the earliest safe time. As an additional safety measure, any independent travellers must be seen to call home when they are leaving after Reflection Time to travel home.</p>
Monitoring Behaviour	<p>There are five stages of managing behaviour:</p> <ol style="list-style-type: none"> 1. Break Reflection Time 2. Lunchtime Reflection Time (this will be set only if the break time Reflection Time is not attended or if the pupil does not engage with the reflection) 3. After School Reflection Time (this will be set only after either instances of repeated occurrence of unacceptable behaviour or a serious incident of unacceptable behaviour). Under DfE guidelines, schools do not need to give parents or carers notice of an after-school reflection time. Parents must be contacted and made aware. The expectation is that an After School Reflection time would be on the same day but is subject to a safe journey home being possible, as described in the previous section.

	<p>4. Reports: Form Tutors may decide to place a pupil on their report if they notice a pattern of behaviour. (In this instance it is appropriate to work with the subject teachers to find a solution to the problems before the pupil was placed on report.) Reports consist of five progressive levels which are colour coded. Relevant targets will be set, where possible after discussion with the pupil. These targets must be graded from A - E for each period and lesson across the school day. (If a pupil receives C, D or E the relevant sanction must be followed. (The relevant sanction is decided by the member of staff setting the report and must be suited to the pupil.)</p> <ol style="list-style-type: none"> Form Tutor - blue Assistant Head - yellow Deputy Head - pink Head - orange <p>Pupils should not stay on a reporting level for more than 2 weeks, at which time there should be a review of their behaviour. If there is no improvement, then the pupil may be moved to the next reporting level after consultation with the appropriate person. Staff must be able to show evidence of strategies employed and have the referral record completed. Where a pupil has previously been on a reporting level, this is the level they should immediately return to if their behaviour deteriorates again. (This can be identified by referring to Tutor held records.)</p>
Risk Assessment	<p>Risk Assessments can be completed for pupils causing concern (this may be medical and/or behavioural) The purpose is to identify:</p> <ul style="list-style-type: none"> the reasons for the Risk Assessment Summary of dates and incidents settings triggers adult to whom behaviour likely to be exhibited peers to whom behaviour likely to be exhibited control methods to reduce risk daily management/early intervention to manage risk reactive interventions <p>+ types of behaviour causing concern frequency form</p> <p>+ Risk level matrix</p>
Assistance Alarm	<p>As a general rule, pupils should not be sent out of the classroom but their behaviour managed within the classroom environment.</p> <p>If it is necessary to have a pupil removed from class, then staff should either press the Assistance Alarm (if there is a risk to the pupil or to others) or send a message asking for assistance. A member of staff will then come to assist.</p> <p>If the situation is urgent or the pupil is threatening or dangerous:</p> <ol style="list-style-type: none"> Activate the Assistance Alarm (identified by the ! in each room) Remove other pupils from the area
Meetings/Phone call records	<p>A record of any meetings and phone calls that take place should also be kept and filed with the Form Tutor.</p>
Tracking File	<p>All paperwork relating to a pupil must be given to the Form Tutor who must keep it in a tracking file that follows the pupil through the school (a file per class is acceptable with a plastic wallet per pupil)</p> <p>The record for each pupil must then be put into the relevant pupil's purple folder at the end of each term)</p>
Reflection Time	<p>In the first instance it is the class teacher's responsibility to monitor pupil behaviour in a lesson. A referral form must be sent to the Form Tutor for information. Subject teachers are responsible for any reflection time given within their subject area.</p>
My Concern	<p>Staff must record any safeguarding concerns on a web-enabled device. (This saves significant admin time and notifies the Senior Safeguarding Lead and members and the Deputy Safeguarding Team.)</p>

6. Forms

Links to any forms needed to meet the policy's requirements. Use of links recommended, however, forms can also be uploaded directly to the policy page, if necessary.

Title	Link
Referral	
Referral Tracking	
Statement/Incident	
Report of Unacceptable Language	
Internal/External exclusion	
Reintegration meeting	
After School Reflection	
Pupil Referral record (with stages of actions identifying escalating actions from Form Tutor/Assistant Head/Deputy/Head)	
Form Tutor Report	
Assistant Head Report	
Deputy Head Report	
Head Teacher Report	
Behaviour Support Plan	
Round Robin	
Rules	
Vision and Aims	
Risk Assessment	
Personal Handling Plan (PHP)	
Serious Incident Report Restraint Form	

7. Frequently Asked Questions

What are the key points regarding teachers' powers?

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher; including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose reflection time outside school hours.
- Teachers can confiscate pupils' property.

What about pupils' behaviour outside school?

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"
- misbehaviour when the pupil is:
 1. Taking part in any school-organised or school-related activity

2. Travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
3. Behaving in a manner at any time that could prevent the orderly running of the school/poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

8. Responsibilities

8.1. The Governing Board

The governors are responsible for reviewing and approving the written statement of behaviour principles.

The governors will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

8.2. The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles (appendix 1)

The Head Teacher will also approve this policy

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

8.3. Teaching and Support Staff

All teaching and support staff

All teaching and support staff are responsible for:

- Implementing the behaviour policy consistently
- Alerting senior staff of the needs for assistance (in response to a behavioural or medical incident) through effective use of the assistance button in every room
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

9. Enforcement

Any noncompliance or abuse of this policy could result in disciplinary issue or dismissal.

Commented [1]: not sure about this

10. Related Information

List related policy documents and/or external documents that provide helpful, relevant information to the policy. Use of links is recommended, but appendices and other related documents can also be uploaded directly to the policy page, if necessary.

Resource	Link
School Statement of Behaviour Principles	
Gender and Sexuality Staff Guidance	
DfE Keeping Children Safe in Education 2018	
DfE SEND Code of Practice	
Section 175: Education Act 2002 (which outlines a school's duty to safeguard and promote the welfare of its pupils.	
Sections 88-94: Education and Inspections Act 2006 requiring schools to regulate pupils' behaviour/publish a behaviour policy/provide a written statement of behaviour principles/provides authority for schools to confiscate pupils' property	
Gov.uk Use of Reasonable Force	
Gov.uk School Exclusion	

11. Policy History

Revision Date	Author	Description
04/06.19	J. Richards SLT	Review of Policy and change of format
29.09.2020	J. Richards SLT	Review of Policy