



Behaviour Policy

**Part of Meadowfield School's holistic
approaches to supporting
safeguarding and well-being**

Rationale

The culture at Meadowfield supports the well-being of our pupils and young people to improve their quality of life. This policy has been written with reference to the Behaviour in Schools Guidance – September 2022). In depth information on the Meadowfield culture and approach to pupil behaviour and wellbeing can be found in our Behaviour approach document.

Well-being is fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life. At Meadowfield, we expect staff and pupils to be kind, respectful, and courteous. We model this through positive language and behavior

Wellbeing Policy Core Values

1. *Behaviour communicates a message*
2. *Positive relationships support wellbeing*
3. *We address the wellbeing needs of all pupils*
4. *Meadowfield is a safe, caring, supportive environment*
5. *We seek out therapeutic approaches to support Wellbeing*
6. *We support our pupils to self-regulate*
7. *A commitment to reducing restrictive practices*
8. *All interactions are respectful and positive*

Aims

- To allow the school to create a calm, safe, orderly environment where both staff and students thrive.
- To support a framework for proactive and respectful responses to both positive and challenging behaviour.

1. Objectives

a) Pupils

Are expected to work towards taking responsibility for their behaviour.

b) Parents and Carers

Are expected to take responsibility for the behaviour of their child both inside and outside of the school. Parents / Carers are expected to work closely with the school in order to maintain high standards of behaviour.

c) Staff

Staff must understand and apply this policy. They must create a safe and high-quality learning environment that gives pupils the best chance of success.

d) Senior Leadership

In addition to the responsibilities of staff, see above, leadership is responsible for ensuring that this policy is applied on a consistent basis.

e) Principal

Responsible for ensuring that policy and practice are in place.

f) Governors

Responsible for supporting and challenging leadership on the quality and application of this policy.

2. Consistency

Consistency is the key to outstanding behaviour support. Reason replaces emotion in behaviour interactions when pupils and staff have a common understanding of the school's expectations.

Staff will apply all training and follow policies, protocols and procedures in relation to all aspects of behaviour support. When staff have any questions or doubts, they should immediately seek clarification and support from Senior Leadership.

3. Communication

- Communication must be quick, accurate and effective
- Staff must remain professional at all times
- Classes issued with walkie-talkies.
- It is individual member of staff's responsibility to keep these charged Assistant Principals and Deputy Principals (SLT) are issued with walkie-talkies, at least one member of SLT should be available to support crisis situations.

4. Recording and Reporting

Transparent, accurate and prompt reporting will help improve our understanding of behaviour and secure support required.

- Staff must read the recording Protocol (BehaviourSmart is an online recording platform)
- Parents / carers of those involved must be informed when an incident of a serious nature occurs (Serious Incident: SI; or Physical Incident: PI).
- Staff must complete a report as soon as possible after the incident
- The information on BehaviourSmart will be analysed and used to effect positive change.

5. Rewards

Positive behaviours are celebrated through individually meaningful reward systems.

a) Praise

This can be a very powerful, positive reinforcer when used in a considered way. Some students find direct praise hard to handle, especially in the company of peers, so praise should be as descriptive as possible and staff must be sensitive to the impact.

b) Certificates

These are awarded for 'outstanding' progress, achievement or attendance.

c) Communication with Parents / Carers:

When a student has performed well staff may:

- Send a positive postcard.
- Make a positive phone call.
- Send a positive email.
- Write praise in liaison books

6. Overarching Guidelines on Managing Challenging Behaviours

If students trust you, respect you and feel safe around you their wellbeing will improve. The reverse is also true. The School will provide behaviour support training and support through ongoing CPD. Staff are responsible for the application of this training using their professional judgement. It is everyone's responsibility to continually question and improve our behaviour management strategies.

Staff will apply the continuous cycle of:

- Observing best practice.
- Learn from best practice.
- Apply best practice.

All intentional behaviour must be challenged and suitably addressed in a way that respects the needs of the individual. Failure to do so undermines the school culture.

The following practices must not be used to control or manage challenging behavior.

No member of staff should ever shout at a pupil unless they are in danger and cannot be physically assisted due to access or proximity.

No form of physical punishment is permitted. Any physical intervention must be a last resort used with the least restriction for the least amount of time possible. All physical interventions must be used to support the needs and safety of the pupils, pupils and staff and never used as any form of punishment. Physical interventions therefore are only to be used to manage a crisis. The physical and emotional well-being of all parties concerned is paramount. Any physical intervention that is punitive or intended to cause pain or humiliate is unlawful and will result in staff disciplinarys.

Food and water should never be withheld to coerce a pupil to conform to a request or demand.

No form of mechanical restraint should be used to manage challenging behaviour.

Pupils should never be held in ridicule such as making them wear a symbolic, distinctive or inappropriate item of clothing.

If a pupil has earned a reward this must not be taken away due to a subsequent behaviour. This behaviour is entirely separate and must be dealt with accordingly. Removing rewards undermines the reward system and destroys trust.

A pupil must never be denied access to favored lessons because of challenging behaviour. E.g. 'you cannot go swimming if you are noisy during Maths.' Not only are the behaviour and the consequence in this case completely unrelated but pupils have a right to access educational activities that are delivered as part of the curriculum.

7. Consequences

Students need clear boundaries. To do this effectively we must have built positive relationships with each pupil. We do not use sanctions but use the natural consequences for negative behaviours.

- Pupils are given opportunities to respond to de-escalation attempts.
- Pupils are taught self-regulation strategies.
- Staff will seek to co-regulate pupils becoming distressed.
- We must always have regard for the nature of our students and their dynamic individual circumstances.
- All intentional misbehaviour, such as pushing boundaries and work avoidance must be challenged appropriately and thoughtfully.

Types of Consequences

Staff must always seek to be proactive in meeting needs and de-escalate challenging situations.

a) Verbal informal / formal discussion

Staff must thoughtfully challenge negative behaviour. Staff must be aware of 'the pupil audience'

when having a conversation.

- **Reflection time**

Or “Time In” is time with a member of staff to discuss in a low-pressure environment. Pupils are promoted to seek staff and have the conversation about what alternative methods could be used to avoid this same scenario happening in the future (Enquire). Staff should support pupils to “rebuild the relationship” by interacting in a positive activity (Explore)

b) Fixed Term Exclusion

The principal will ensure that a proper and fair investigation takes place, before considering a fixed term suspension. The Executive Principal makes the final decision on fixed term exclusions. The school is responsible for the student’s education on/off site from the sixth day onwards.

Examples of reasons for fixed term suspension:

- Persistent disruptive behaviour.
- Behaviour that seriously compromises health and safety.
- Behaviour that seriously compromises good order and discipline.
- Behaviour that seriously compromises the authority of staff.
- Behaviour that seriously compromises other students learning.
- Physical and/or verbal Assault on an adult or student
- Serious or repeated bullying of students.
- Repeated abuse of mobile phones.

This is not an exhaustive list.

The school will inform parents /carers on the same day that the decision to exclude is made. A formal exclusion letter will follow. Pupils and parents / carers are required to attend a return from exclusion meeting.

c) Permanent Exclusion

The school recognises the DfE’s guidance and fully accepts that permanent exclusion is both a serious decision and, on occasions, a necessary decision.

We accept that, due to their complex needs, not all students will be successful at Meadowfield school. The Executive Principal / Principal may decide to permanently exclude a pupil in response to a serious breach (one off), or persistent breaches, of the School's Wellbeing Policy; and allowing the student to remain in the school would seriously harm the education or welfare of said pupils or others.

Examples of this include:

- Carrying an offensive weapon.
- Supplying an illegal drug.
- Actual or threatened assaults on students.
- Actual or threatened assaults on School staff.
- Actual or threatened sexual abuse or sexual assault on any member of the school community.
- Persistent and defiant intentional mis-behaviour (including bullying and racism).
- Arson.
- Theft.

This is not an exhaustive list.

The School will ensure that the student has an opportunity to present his/her case before a final decision is taken. This might not always be practicable as identified in DfE guidance. The

Executive Principal / Principal will also take account of any mitigating factors.

The Executive Principal / Principal will take into account their legal duty of care when sending a pupil home following an exclusion. This will apply to the first five days of an exclusion, up to the sixth day. Then the child passes into the responsibility of the 6th day provider. (DfE Guidance, page 11 part three, Point 3: September 2022)

Safeguarding and welfare checks will be carried out for the first five days following a permanent exclusion, usually in the form of phone calls home.

The Local Authority must provide full-time education from the sixth day of a permanent exclusion.

8. Confiscation of Inappropriate Items

The school maintains its right to search and confiscate with or without consent in line with the government guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching Screening and Confiscation guidance July 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

The school will use the power to search without consent for “prohibited items” including:

- Knives and weapons
- Mobile Phones
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school

Weapons, knives and extreme, or child, pornography, will always be handed over to the police, otherwise the school will decide if and when to return a confiscated item.

9. Reasonable Force & Restrictive Practice

Staff are legally justified in using reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. For further detail, please refer to the Meadowfield Behaviour Approach Document. All staff will be trained to induction level in PROACT SCIPr UK. All class staff will have a minimum of 12 hours training that will include Physical Interventions for crisis management that are to be used only as a last resort.

We have committed to aligning our training and practice with the BILD code of practice and the Restraint Reduction Network training standards.

10. Diversity and Equality

The school believes in equality. Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Prejudice and discrimination will be challenged. See the School Single Equality Policy for further details.

11. Bullying

Students are entitled to receive their education free from humiliation, oppression, harassment (including racial harassment) and abuse. Bullying does not just affect bullies and victims; it also

affects students who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class, a dining room, an evening activity and ultimately the school.

All members of the school community have a responsibility to prevent bullying. The school is committed to taking an active role in the elimination of all forms of bullying and harassment.

No student will be discriminated against, harassed or receive less favorable treatment on the grounds of gender, race, colour, ethnic or national origin, disability, sexual orientation, age, religious or political views.


12. Student and Staff Welfare

This is of paramount importance: Please speak to a member of SLT, Principal or Executive Principal ASAP if you have concerns relating to any child, the implementation of this policy or training issues.

13. Training and Development

All class-based staff will receive PROACT SCIPr UK Training with refreshers taking place on an annual basis. This is a Positive Behaviour Support approach. In addition to this, staff receive comprehensive ongoing training on the pupil's needs and how to support them.

Policy Lead – Joe White, Deputy Principal/ DSL

 Statutory Policy Approved by Governing Body	
Policy Adopted	Date: September 2023
Policy Approved	Date: 8 th December 2023
Next Review	Date: End Academic Year 2024/25

Support Links

Anti-Bullying Campaign	020 7378 1446
Childline	0800 11 11
Connexions	08080 013219
Kidscape	08451 205204
Local Government Ombudsman	020 7217 4620
Parent-line Plus	08088 002222
Anti-Bullying Network	0131 651 6100
Samaritans	08457 909090
The Children's Legal Centre	08453 454345

Useful Websites for parents / carers:

<http://www.parentinguk.org/>

<http://www.netmums.com/>

<http://www.fatherhoodinstitute.org/>

<http://www.dad.info/>

<http://familylives.org.uk/>

<http://www.parentlineplus.co.uk/>

<http://www.supernanny.co.uk/>

ADHD:

<http://www.addiss.co.uk/>

<http://www.livingwithadhd.co.uk/>

<http://www.adhd.org.uk/>

<http://www.youngminds.org.uk/>

Autistic Spectrum Disorder:

<http://www.autism.org.uk/>

<http://www.dimensions-uk.org/support-services/autism-care/>

<http://www.wasfamily.co.uk>

<http://www.childrenintouch.org.uk/>

Oppositional Defiant Disorder:

<http://www.squidoo.com/Oppositional-Defiant-Children>

<http://www.kidsbehaviour.co.uk/OppositionalDefiantDisorderODD.html>

Conduct Disorders:

<http://www.conductdisorders.com/>