

# Meadows School

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## Behaviour Policy

Including Statement of Behaviour Principles

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## 1. Introduction:

In this policy, we will outline how our consistent approach to behaviour management is underpinned by robust management systems that flex around each individual young person, even in the most challenging situations.

We understand that as a special school we are working with some of the most vulnerable young people in the UK whose behaviours challenge mainstream and many specialist services.

Meadows School recognises the importance of the findings and guidance stemming from the [Bennett Report](#)

our behaviour management programmes reflect the Barnardo's Basis and Values; they are tailored to meet the complex emotional, psychological and educational needs of the young people with whom we work. We strive to create an atmosphere of high expectation, where all students feel that they belong and are safe; we are focussed upon building a culture where students have a strong sense of identity and resilience.

School leaders have designed a 'Positive Behaviour Pathway' specifically intended to encourage students understanding of their conduct and promote and foster a positive culture to tackle difficult behaviour.

The 'Positive Behaviour Pathway' (Appendix A) is not a linear system; multiple interventions can and should be used at each level to support a positive improvement in our environment and school-wide behaviour that encourages and supports an environment and culture where social and academic development is maximised.

## 2. Aims:

- Outline **how students are expected to behave**
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### 3. Statement of Behaviour Principles:

- Meadows School strongly believes that high expectations, both socially and academically, lie at the heart of a successful school that enables (a) all the students to make the best possible progress in all aspects of their school life and work and (b) all staff to be able to teach and promote good learning without undue interruption or harassment.
- Meadows School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010).
- The school's expectations are clearly stated in this Behaviour Policy. The Student Code of Conduct sets out expected standards of behaviour, this will be shared with and explained to all students. The school expects the rules to be consistently applied by all staff and regularly monitored for their effectiveness.
- The school believes in creating a positive environment that addresses our student's needs and in rewarding that positive behaviours to encourage good behaviour in the classroom and elsewhere in the school. The rewards system must be regularly monitored for consistency, fair application and effectiveness.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. 'The Positive Behaviour Pathway' (Appendix A) and 'Reportable Behaviour Incidents' (Appendix B) are described in this Behaviour Policy so that students, staff and parents can understand how and when these are applied.
- The leadership of Meadows School strongly feel that exclusions must be used only as a very last resort. The principal may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
- Meadows School wishes to emphasise that violence, threatening behaviour or abuse by students or parent/carers towards the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- The Principal has included guidance on the use of reasonable force, within this Behaviour Policy.
- Meadows School recognises five key elements in maintaining a preventative approach to discipline:
  - quality of relationships based on mutual respect and fairness
  - staff having well-developed interpersonal skills
  - adaptive and resilient staff behaviour
  - a supportive and proactive educational programme
  - access to well-being services as a supportive measure

## 4. Roles & Responsibilities:

### **The Governing Board**

The governors are responsible for reviewing and approving the written **statement of behaviour principles (point 3)**.

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

### **The Principal**

The Principal is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles.

The Principal 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.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the school management system - BehaviourWatch

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

### **Parents & Students**

Are expected to:

- Agree and adhere to the home school agreement
- Inform the school of any changes in circumstances
- Discuss any behavioural concerns with the keyworker or tutor promptly

5. Positive Behaviour Pathway:

Meadows School behaviour management system enables staff to offer rewards and impose sanctions consistently in all classroom lessons and social settings. The Attainment/Behaviour/Attendance (ABA) scheme is used to enable students to be recognised for responsible behaviour, diligence and motivation whilst developing increased student resilience to manage the difficulties they might encounter in the classroom.

Achievement	Behaviour
<ul style="list-style-type: none"> <li>Participate in the introduction (1)</li> <li>Begin learning activity (1)</li> <li>Complete learning activity (1)</li> <li>Complete prepared extension task (1)</li> <li>Participate in plenary (1)</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time (1)</li> <li>Settle immediately to task (1)</li> <li>Follow all staff instructions (1)</li> <li>Work respectfully in class (1)</li> <li>Remain in class for whole lesson (1)</li> </ul>

Certificates are awarded weekly and termly for the highest individual key stage 2, 3 & 4 students including aggregated class and house performance. Positive class attendance is rewarded through 'the lottery'. There is an annual award ceremony to celebrate the highest achievements of students both academically and socially.

Students thrive on praise and positive feedback. Self-esteem amongst many of our students is generally low; every opportunity to praise where students have done well ought to be taken, especially when the young person's typical behaviour pattern is starting to change. Praise reinforces the 'pro-social' behaviours we are trying to encourage whilst increasing student resilience to the challenges of the educational process.

Students can be rewarded for achievement in both the social and the academic curriculum by awarding 'special mentions', 'student of the term' postcards, House Heroes (which is four strands of data compiled and celebrated termly), use of positive reports, marking work positively and celebrating work by display. Phone calls or emails home to accompany the commendation can make a meaningful contribution to the development of self-esteem. School leaders have designed the 'Positive Behaviour Pathway' (Appendix A) to create a culture of positivity within the school, specifically intended to encourage students understanding of their conduct, to take responsibility and enhance their personal development.

Meadows School staff are encouraged to adopt behaviour management strategies which are positive and assertive whilst retaining a preventative perspective. The success of the positive behaviour pathway is underpinned by the effectiveness of staff and parental interventions.

Inappropriate behaviour and the use of sanctions are detailed using 'Behaviour Watch'. Persistent misconduct throughout the school day or a behaviour which is considered to warrant more serious sanction may result in an Early Intervention as outlined in (Appendix A).

## 6. Staff Conduct & Training :

The behavioural management system at Meadows School is based on the understanding that interpersonal relationships are the foundation to working successfully with students whose behaviour is challenging.

Staff will be able to demonstrate a range of personality characteristics and resilience which enable the development of positive relationships.

It is important that staff adopt a non-confrontational approach especially when management of hostile behaviour is required. 'Challenge' is one strategy which may successfully calm an explosive outburst, but confrontation inappropriately used, carries the risk of worsening a violent episode and limits the range of options open to staff.

Hostility and aggression from staff is inappropriate. However, a resolute stance which asserts the school expectations and employs de-escalation skills is recommended for all staff in Meadows

Negotiation is a strategy that enables the participants to find common ground and staff should strive to build constructive suggestions or engage in shared discussion when possible.

Teachers will not allow their students to prevent them from teaching or their peers from learning.

Early intervention strategies, as outlined in TCI, are an essential part of behavior management at Meadows. Early intervention approaches are a key part of training and practice.

Senior leaders will make relevant training available to all staff to further their continued professional development and understanding of students with high-level behavioural needs.

All student-facing staff are trained in agreed tiers of Therapeutic Crisis Intervention (TCI)

- Tier 1: Trainer
- Tier 2: Whole Programme (Physical & Theory)
- Tier 3: Theory & Releases
- Tier 4: Theory

Tier 1 staff develop a programme of training for student-facing staff with opportunities throughout the school year to advance skill sets, giving them a firm understanding of early intervention techniques, de-escalation techniques, life space interviews and physical intervention techniques depending on their tier.

Staff should not feel isolated and when in need of support it is essential that they seek support from colleagues at an early stage of a planned response to aggressive behaviour. It is important to remember that even though a member of staff may be the focus of a student's anger, verbal abuse and insulting language, this may be learnt strategy to try and provoke an aggressive response from the staff member.

## 7. Physical Contact:

### Physical Contact

There are likely to be occasions when confrontation cannot be avoided. Restrictive Physical Intervention may be necessary

- if other people (staff and students) are at risk of physical assault,
- the fabric, fixtures and fittings are being, or are about to be, seriously damaged
- the student is threatening physical violence
- the student is emotionally charged and liable to be at risk through their own behaviour.

Tier 1, 2 & 3 TCI staff are trained, regularly refreshed and authorised to use restrictive physical intervention techniques within their trained remit.

All TCI trained staff understand that incidents of restrictive physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on BehaviourWatch

### Use of Reasonable Force

Meadows school accepts that there are some occasions where reasonable force may be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

Selected staff are trained in TCI (see section 6)

Only trained staff are expected to carry out physical intervention although Meadows School accepts that there may be occasions where this is not possible and adheres to the key points:

- All School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. (Section 93, Education and Inspections Act 2006)
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they appropriately use this power.
- It is always unlawful to use force as a punishment.
- It is NEVER to be used to assert compliance.

**It is stressed that staff might render themselves open to disciplinary action if restraint is not applied lawfully.**

Full guidance on the use of reasonable force in schools can be found on the [DFE website](#) and [Keeping Children Safe in Education 2018](#)

## 8. Confiscation:

**Any prohibited items (listed below) found in pupils' possession will be confiscated.** These items will not be returned to pupils. Meadows School reserves the right to contact the police when these items are confiscated.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's](#) latest guidance on searching, screening and confiscation and the guidance in [Keeping Children Safe in Education 2018](#)

### **Prohibited Items:**

- Knives or weapons
- Alcohol
- Illegal Drugs (the Police will be contacted)
- Stolen items
- Fireworks
- Pornographic Images
- Mobile Phones (posted home, recorded delivery on the same day as confiscated)
- Any article a staff member reasonably suspects 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 student)

## 9. Exclusion:

Meadows School understands that as a special school we are working with some of the most vulnerable young people in the UK whose behaviours challenge mainstream and many specialist services.

Educational options are likely to be limited for our students and as a result Permanent Exclusion will only be considered when the school has exhausted all Positive Behaviour Pathway Options. Prior to considering a Permanent Exclusion the school will consult with the Local Authority to discuss potentially suitable alternative provisions for the student and will, unless the situation is potentially dangerous for staff, offer outreach support until the alternative provision is agreed.

Fixed Term Exclusions are the decision of the Senior Leadership Team and should be discussed with them in the first instance.

Fixed Term Exclusions are an absolute last resort on the Positive Behaviour Pathway and will only be considered:

- In response to serious or persistent breaches of Tiers 3 & 4 in the 'reportable behaviour incidents' table – Appendix B
- If allowing the student to remain in school would seriously harm the education or welfare of others and/or themselves
- If the Positive Behaviour Pathway – Appendix A has reached Level 3

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Senior Leadership Team will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day. Dispensation can be made for students who attend link courses at college. If staff believe the student will be able to cope at the link course (i.e. if the issue stems from interactions at Meadows School) exclusions can be postponed so that the student can attend the link course. Parents, Local Authorities, The Chair of Governors, Barnardo's Assistant Director of Children's Services and, if applicable, Social Workers and Virtual Schools will be informed immediately of exclusions with information to include:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parent's rights to make representations about the exclusion to the governing body
- The date and time of re-admission (if applicable)

In all cases of fixed-term exclusion students will be provided with work to do from home or the opportunity to meet with an outreach worker to complete work at an agreed place in their home area.

Following a Fixed Term Exclusion, a re-admission meeting will be held involving the student, parents, a senior member of staff and other staff where appropriate.

The following measures may be implemented when a student returns from a Fixed Term Exclusion.

- Putting a student 'on report'
- Internal inclusion
- Alternative interventions (i.e 1:1 support)

10. Student Support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, CAMHS and other medical practitioners, the school's well-being team and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

A key element in a preventative approach to discipline is the school's outreach programme which takes account of the interrelated social systems which affect the students' behaviour. Meadows recognises the importance of contextual safeguarding and the way in which complex issues can affect a young person's well-being. Home visits, parental involvement and close home/school liaison are important. Key staff can make home visits, particularly key-workers, class-tutors and 'outreach' teachers. All staff are expected to take an active involvement in the case history of each of our students. All new students will get a home visit prior to their initial placement meeting.

11. Monitoring Arrangements:

The Deputy Principal monitors both the number and reasons for exclusions each term and reports to the Principal and Governors. The positive behaviour pathway and reportable behaviour incidents are monitored by the Senior Leadership Team and updated in line with this Behaviour policy

This Behaviour policy is monitored by the Senior Leadership team and is reviewed annually. The policy is agreed by the chair of governors and the Assistant Director of Children's Services and then made available to all staff.

## 12. Bullying:

Meadows School is committed to Barnardo's Basis and Values, which provides the framework within which we can engage in giving young people a better start in life.

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all Students.
- We endeavour to provide a safe and welcoming environment where children are respected and valued.
- We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- We understand that as a Special School we are working with some of the most vulnerable young people in the UK and therefore have a duty to ensure stringent procedures and training must be in place and available to all staff.

The school aims to ensure that:

- We create an environment where young people can be supported in addressing their educational, emotional, spiritual and social needs and strive towards their full potential.
- All staff and students understand that all forms of bullying interfere with achieving this aim. Therefore, such behaviour will not be tolerated.
- The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels while providing opportunities for change for those who are bullying and those who are bullied.

Meadows recognises the significant impact that bullying can have on the well-being of others and therefore has a separate [Countering Bullying](#) policy

## 13. Students Leaving the Premises:

Students absenting themselves from school is considered Level 4 behaviour.

Students threatening to leave Meadows' premises will be informed of the likely consequences to discourage them from embarking on such a course of action. It is particularly important that the invitation to peers to join a student intent on leaving is unsuccessful and it may take great skill to isolate the student from the remainder of the group whilst making every effort to prevent them leaving the building. Use of physical intervention to prevent a student from leaving Meadows School will involve a significant risk assessment (particularly at night). If students do abscond, parents/ carers/ police should be contacted after a search of the school grounds has been conducted in line with each students 'Individual Crisis Management Plan' (ICMP) and 'Individual Risk Assessment'. If the student is found, he/she ought to be encouraged to return. Students should not be chased (they can be followed).

#### 14. Additional Information

Copies of this policy may be obtained from:

- Content Server
- The Main School Office

This policy links with the following policies & Documents

- [Countering Bullying](#)

Relevant statutory guidance, circulars, legislation & other sources of information are:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Bennett Report](#)

The lead member of staff is:

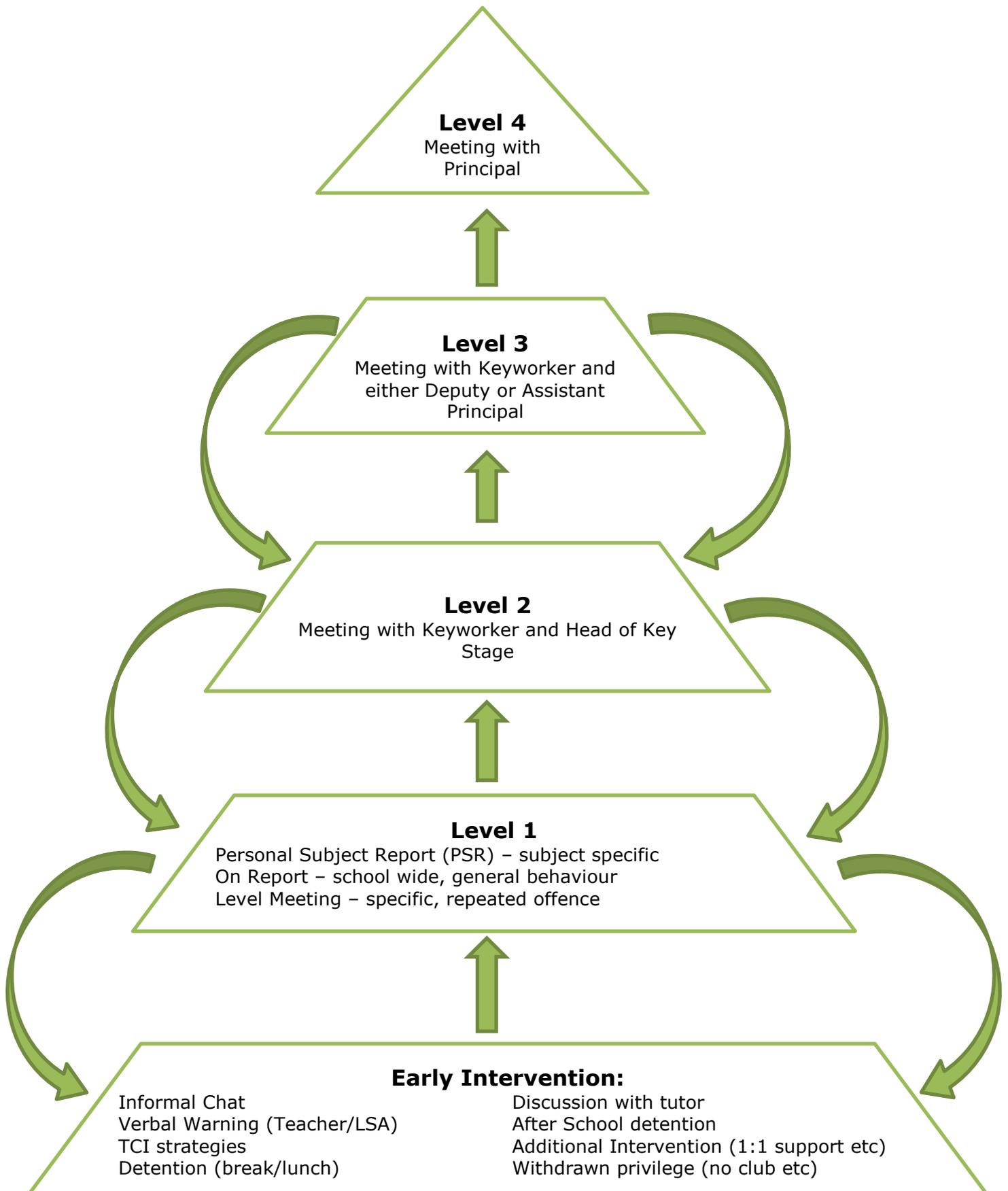
Principal

Appendices:

Appendix A – Positive Behaviour Pathway  
Appendix B – Reportable Behaviour Incidents

# Appendix A:

## Positive Behaviour Pathway



## Appendix B

### Reportable Behaviour Incidents

Tier 1	Tier 2
<ul style="list-style-type: none"> <li>• Argumentative</li> <li>• Destroying own work</li> <li>• Spitting – generally</li> <li>• Soiling</li> <li>• Throwing – general</li> </ul>	<ul style="list-style-type: none"> <li>• Abusive language to peers</li> <li>• Abusive language to adults</li> <li>• Threats of violence</li> <li>• Destroying work of others</li> <li>• Confrontational</li> <li>• Preventing others from working</li> <li>• Damage to school property</li> </ul>
Tier 3	Tier 4
<ul style="list-style-type: none"> <li>• Intimidation</li> <li>• Spitting at others</li> <li>• Throwing objects at others</li> <li>• Sexualised language</li> <li>• Theft</li> <li>• Inciting others</li> <li>• Persistent non-compliance</li> <li>• Absenting self from class</li> </ul>	<ul style="list-style-type: none"> <li>• Physically aggressive to peers</li> <li>• Physically aggressive to adults</li> <li>• Assault – proactive or reactive</li> <li>• Fighting</li> <li>• Fire setting</li> <li>• Drug – taking or supplying</li> <li>• Bullying</li> <li>• Absenting self from school or unit</li> <li>• Self-harm</li> <li>• Fighting</li> <li>• Making allegations</li> <li>• Sexualised behaviour</li> <li>• Racially motivated incidents</li> <li>• E- safety</li> </ul>