# Behaviour Policy

## Including Statement of Behaviour Principles

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| Approved by: | Ed Reilly, Principal | Date: | September 2026 |
| Approved by: | Jane Court, Chair of Governors | Date: | September 2026 |
| Policy owner: | Will Phillimore | | |
| Last reviewed: | September 2026 | | |
| Next review: | September 2027 | | |

## Contents


| Number | Contents |
|---|---|
| 1 | Introduction |
| 2 | Aims |
| 3 | Legislation, Statutory Requirements & Statutory Guidance |
| 4 | Roles & Responsibilities |
| 5 | Therapeutic Crisis Intervention (TCI) |
| 6 | Positive Behaviour Pathway |
| 7 | Staff Conduct & Training |
| 8 | Physical Contact |
| 9 | Confiscation |
| 10 | Suspension & Permanent Exclusion |
| 11 | Student Support |
| 12 | Bullying |
| 13 | Suspected Criminal Behaviour |
| 14 | Zero-Tolerance Approach to Sexual Harassment & Sexual Violence |
| 15 | Malicious allegations |
| 16 | Students Leaving the Premises |
| 17 | Monitoring arrangements |
| 18 | Meadows House System |
| 19 | Additional Information |
| | **Appendices**<br>Appendix A: Positive Behaviour Pathway<br>Appendix B: Statement of Behaviour Principles<br>Appendix C: Meadows School Partnership Agreement<br>Appendix D: Reportable Behaviour Incidents<br>Appendix E: Therapeutic Crisis Intervention (TCI) - Theory of Change Model<br>Appendix F: Stress Model of Crisis: Life Space Interview (LSI)<br>Appendix G: Time Out of Class and Missing<br>Appendix H: Mobile Phone Policy |




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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, Charlie Taylor Checklist, Cornell Universities TCI Therapeutic Crisis Intervention

Our behaviour management programmes reflect the Barnardo's Values to be Inclusive, Supportive, Accountable and Positive; 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 focused 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 encourage a positive improvement in school-wide behaviour that supports an environment and culture where social and academic development is maximised.

## 2. Aims

*This policy aims to:*

1. Clearly outline **how students are expected to behave**
2. Provide a **consistent approach** to behaviour management
3. **Define** what we consider to be unacceptable behaviour, including bullying
4. Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
5. Clearly outline our system of **rewards and sanctions**

## 3. Legislation, Statutory Requirements and Statutory Guidance:

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

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping children safe in education 2026

**School suspensions and permanent exclusions**



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Use of Reasonable Force in Schools

Special Educational Needs and Disability (SEND) Code of Practice

supporting-pupils-at-school-with-medical-conditions

*In addition, this policy is based on:*

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property.

## 4. Roles & Responsibilities

### 4.1 The Governing Board

- Governors are responsible for reviewing & approving the written **Statement of Behaviour Principles - Appendix B.**
- The Chair of 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.

### 4.2 The Principal

- is responsible for reviewing this behaviour policy in conjunction with the Chair of Governors, giving due consideration to the school's statement of behaviour principles.
- 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 so that rewards and sanctions are applied consistently.
- will ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- will ensure the school is providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- will ensure the school is offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### 4.3 Staff

*Staff are responsible for:*

- Implementing the behaviour policy consistently, creating clear boundaries of acceptable behaviour

- Modelling expected behaviour and positive relationships
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the school management system – Arbor
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

The middle management and senior leadership team will support staff in responding to behaviour incidents when appropriate and necessary.

**4.4 Parents & Students**

*Are expected to:*

- Agree and adhere to the **Partnership Agreement Appendix C**
- Inform the school of any changes in circumstances
- Discuss any behavioural concerns with the Tutor or Link Worker (pastoral) promptly

## 5. Therapeutic Crisis Intervention (TCI)

Therapeutic Crisis Intervention (TCI) underpins the way in which we work within Meadows School.

All student facing staff are trained in TCI and there is an expectation that TCI is used at all times throughout the school day to support the students.

Early intervention is key to understanding the Therapeutic Milieu and how it impacts on individuals, the importance of self-reflection, emotional intelligence in staff to role model and co-regulate.

Building positive and trusting relationships, offering engaging and enriching learning opportunities are all essential components of behaviour management.

It is also important to consider how trauma and past experience may be affecting a child at any time.

## 6. Positive Behaviour Pathway

Meadows School behaviour management system enables staff to offer rewards and impose sanctions consistently in all classroom lessons and social settings.

**Expected Behaviours:**

There is an expectation that students are **kind, safe and respectful**, that they are in class, engaged in learning activities and participating in the school day. Strategies will be created and recommended to help students to remain focused and engaged. Some Students will have a sensory passport which highlights sensory interventions that might support them in lessons. Each student has an Individual Crisis Support Plan (ICSP).

**Individual Risk Assessment/Crisis Support Plan (IRA/ICSP):**

Each student has an ICSP which also incorporates an individual risk assessment. This plan is created with input from the student, parents/carer, EHCP recommendations, and the knowledge and experience of the school team including the students' Link Worker and Form Tutor.

This plan will document the usual behaviours for each student and how best to respond to them when they are triggered while also highlighting any areas of increased risk. Reasonable adjustments maybe required for unforeseen circumstance using a dynamic risk assessment and professional judgement.

**Points System:**

Within lessons, we use a points system that incorporates and encourages demonstration of basic expectations.

1. Arrive on time
2. Engage in learning
3. Positive behaviour
4. Positive language
5. Stay in class

Certificates are awarded weekly (celebration assemblies) and termly for the students with the highest points in each individual key stage 2, 3 & 4. Positive class attendance is also rewarded.

There is an annual award ceremony to celebrate the achievements of students both academically and socially.

**Positive Feedback**

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 being awarded 'special mentions', 'student of the term' postcards, 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 Arbor. Persistent misconduct throughout the school day or behaviour, which is considered to warrant more serious sanction, may result in use of the Positive Behaviour Pathway as outlined in Appendix A. This pathway is not linear or an automatic escalation phase, there is a list of the interventions we might use but please note that some behaviours warrant more significant or assertive responses to demonstrate the severity or level of concern raised by the behaviour.

**Reportable Behavioural incidents Appendix D** are recorded in Arbor, our school recording system. Tier 1 behaviours will be reviewed by Designated Safeguarding Leads (DSL) because they may be considered in terms of safeguarding

concerns as well as behavioural incidents. Safeguarding concerns are recorded on our school recording system called CPOMS.

The Life Space Interview (LSI) is key to creating positive learning opportunities for students. LSIs should be conducted by staff whenever there is learning available following an incident whether large or small. Students will be encouraged to link triggering events to the feelings created and the behaviours then displayed. Then they will be helped to consider alternative ways to behave when reacting. See **Theory of Change Model Appendix E** and **Stress Model of Crisis at Appendix F.**

Meadows has introduced a House System (*described in Section 18)*: The 4 Elements: Earth, Air, Fire, Water

## 7. Staff Conduct and Training

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

Staff should be able to develop positive relationships and demonstrate resilience.

It is important that staff adopt a non-confrontational approach, especially when management of hostile behaviour is required. Useful strategies include:

- ***Challenge*** may successfully calm an explosive outburst; however, confrontation, inappropriately used, carries the risk of worsening a violent episode and limits the range of options open to staff
- ***A resolute stance*** which asserts the school expectations and employs de-escalation skills is recommended for all staff in Meadows; hostility and aggression from staff is inappropriate
- ***Negotiation*** enables the participants to find common ground and staff should strive to make constructive suggestions or engage in shared discussion when possible
- ***Persistence*** - 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 behaviour management at Meadows and form 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.

## 8. 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

Only staff trained to use prescribed physical restraints taught within the TCI programme will be involved in any physical restraint.

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 Arbor

**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.

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 laid out by the Department for Education:

- 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

## 9. 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 Searching, Screening and Confiscation guidance July 2022

**Prohibited Items:**

- Knives or weapons
- Alcohol
- Illegal Drugs (the Police will be contacted)
- Stolen items

- Fireworks
- Pornographic images
- 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)

**Mobile Phones**

Mobile phones are to be handed in by all students on arrival at school and locked away until the end of the school day.

Parents/Carers of students who do not engage in this process will be contacted and may need to collect the phone.

## 10. Suspensions and Permanent 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.

Suspensions are one of many strategies and responses listed on the Positive Behaviour Pathway but will only be considered:

- In response to serious or persistent behaviour incidents
- If allowing the student to remain in school would seriously harm the education or welfare of others and/or themselves

Suspensions are the decision of the Principal and will be considered as a response to some behaviours after discussions with Phase Leaders and/or Senior Leaders. For the purposes of suspension, the 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 with 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. In all cases of suspension, students will be provided with work to do from home or the opportunity to meet with an out-reach worker to complete work at an agreed place in their home area.

Following a suspension, a re-admission meeting will be held involving the student, parents/carers, a senior member of staff and other staff where appropriate, the meeting will reflect the structure of an LSI whenever possible.

*The following measures may be implemented when a student returns from a suspension.*

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

Before deciding whether to exclude a pupil, either a suspension or a permanent exclusion, 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



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Parents, Local Authorities, The Chair of Governors and, if applicable, Social Workers and Virtual Schools will be informed immediately of suspensions and 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)

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.

## 11. 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, clinical psychologist, occupational therapist, 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 enrichment programme, our bespoke timetable, outreach and educated offsite options which take 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 such as link workers (pastoral support workers), class-tutors and 'outreach' teachers may make home visits. 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.

## 12. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

| TYPE OF BULLYING | DEFINITION |
|---|---|
| **Emotional** | Being unfriendly, excluding, tormenting. |
| **Physical** | Hitting, kicking, pushing, taking another's belongings, any use of violence. |
| **Prejudice-based and discriminatory, including:**<br>• **Racial**<br>• **Nationality**<br>• **Ethnicity**<br>• **Faith-based**<br>• **Gendered (sexist)**<br>• **Homophobic or Biphobic**<br>• **Transphobic**<br>• **Disability-based** | Taunts, mimicking, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). |
| **Sexual** | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. |
| **Direct or indirect verbal** | Name-calling, sarcasm, spreading rumours, teasing. |
| **Cyber-bullying** | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). |

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
- We respond to all incidents of bullying and, when necessary, there will be an investigation
- Pupils, Parents and Carers can contact any staff member in the school to raise concerns about bullying - although tutor or pastoral worker would be sensible first options whenever possible
- Meadows School will take statements from involved parties, ask for any evidence available and whenever appropriate CCTV may be viewed. Behaviour incidents are logged on our Behaviour Recording Database: Arbor
- Bullying out of school or online will be responded to in a similar way to any on site bullying.
- Incidents of Bullying are recorded in the first instance on Arbor, however if responses to bullying do not have a desired effect the issue will become a safeguarding concern and be recorded on CPOMS, it may be that external agencies are contacted to offer support
- Responding to prejudicial and discriminatory behaviour are a priority as laid out in Keeping Children Safe in Education
- Meadows will offer their full support to pupils who have been bullied, and those vulnerable to bullying, there will be open communication with home
- Bullying will be discussed in PSHCE, through assemblies, and within the varying discourse of the school
- The school will invite external training on bullying, prejudice and discrimination

Meadows recognises the significant impact that bullying can have on the well-being of others.

## 13. Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a Designated Safeguarding Lead (DSL) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 14. Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

*The school's response will be:*

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

*These include clear processes for:*

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

## 15. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. The Individual Risk Assessment/ Individual Crisis Support Plan (IRA /ICSP) will be updated, and student may become "no lone working".

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school in collaboration with the Local Authority Designated Officer (LADO), where relevant will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our website for our child protection and safeguarding policy Meadows School Policies for more information on responding to allegations of abuse against staff or other pupils.

## 16. Students Leaving the Premises

A student absenting themselves from school is considered Tier 1 behaviour in **Reportable Behaviour Incidents Appendix D** due to the potential safeguarding risks. The incident will be reviewed and discussed within the DSL team.

Students threatening to leave Meadows' premises will be informed of the likely consequences to discourage them from embarking on such a course of action. Students encouraging peers to leave the premises is unacceptable. Use of reasonable force or physical intervention to prevent a student from leaving Meadows School will involve a dynamic risk assessment but may be required.

If students do abscond or go missing, then a search should be conducted by staff. This search becomes a priority and if the search is unsuccessful then parents/carers should be contacted after 30 minutes. Following a robust search and following no more than one hour the police must be informed of the missing person. The timeline for contacting the police or parents may be determined by the students 'Individual Crisis Support Plan' (ICSP) and 'Individual Risk Assessment' (IRA). If the student is found, they ought to be encouraged to return. Students should not be chased (they can be followed).

Please see **Time Out of Class and Missing Appendix G** for further details on students missing class, going off site and/or going missing.

## 17. Monitoring Arrangements

**Monitoring and Evaluating Behaviour**

*The school will collect data on the following:*

- Behavioural incidents
- Attendance, time out of class, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture held by staff, pupils, governors and stakeholders

The data will be analysed termly by Heads of Key Stage and Assistant Head (Head of Safeguarding, Behaviour and Attendance).

*The data will be analysed from a variety of perspectives including:*

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

**Monitoring This Policy**

This behaviour policy will be reviewed by the Principal and Chair of Governors annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data at each review, the policy will be approved by the Principal and Chair of Governors.

## 18. Meadows House System

Meadows has introduced a House System: **The 4 Elements: Earth, Air, Fire, Water**

Each student and each student facing staff member will belong to a house.

Special Mentions will be considered house points and there will be competitions between houses to earn praise and rewards.

Whole School Sports events and other off timetable competitions will also incorporate the Houses.

Each summer the House with the highest points will win the coveted House Cup!

## 19. Additional Information

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|---|---|
| **Copies of this policy may be obtained from:** | SharePoint (staff only)<br>www.meadowsschool.org.uk |
| **This policy links with the following policies** | • Countering Bullying<br>• Online Safety |
| **Relevant statutory guidance, circulars, legislation & other sources of information are:** | This policy is based on legislation and advice from the Department for Education (DfE) on:<br>Behaviour in schools: advice for headteachers and school staff 2022<br>Searching, screening and confiscation: advice for schools 2022<br>The Equality Act 2010<br>Keeping children safe in education 2026<br>**School suspensions and permanent exclusions**<br>Bennett Report<br>Use of Reasonable Force in Schools<br>Special Educational Needs and Disability (SEND) Code of Practice<br>supporting-pupils-at-school-with-medical-conditions<br>*In addition, this policy is based on:*<br>• Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.<br>• Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles and gives schools the authority to confiscate pupils' property. |
| **Lead member of staff is:** | Assistant Head: Head of Attendance, Behaviour and Safeguarding |
| **Appendices:** | Appendix A: Positive Behaviour Pathway<br>Appendix B: Statement of Behaviour Principles<br>Appendix C: Meadows School Partnership Agreement<br>Appendix D: Reportable Behaviour Incidents<br>Appendix E: TCI: Theory of Change<br>Appendix F: Stress Model of Crisis: Life Space Interview (LSI)<br>Appendix G: Time out of Class and Missing<br>Appendix H: Mobile Phone Policy |



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## Appendix A: Positive Behaviour Pathway

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| **Intervention 4**<br>Meeting<br>Parent and Principal |
| **Intervention 3**<br>Meeting<br>Parent, Pastoral Worker, Deputy Head or Assistant Head |
| **Intervention 2**<br>Meeting Parent, Tutor, Pastoral Worker<br>Phase Lead<br>Team Around the Child (TAC) Meeting<br>Bespoke Timetable<br>Suspension agreed by SLT |
| **Intervention 1**<br>Meeting – specific focus for repeated behaviours<br>written warning, behaviour contract<br>personal subject report<br>behaviour report - school wide, focused on general behaviour clearly communicated targets, time frames and consequences/rewards shared<br>positive report, well-being support, parental meeting in school. |
| **Early Interventions: Strategies and Responses**<br>Active Listening, Caring Gestures, Praise, Positive Reinforcement, Empathetic and Reflective Responses, Managing the Environment (including maintaining clear boundaries), Time Away, Hurdle Help, Directive Statement, Proximity, Emotional First Aid, Co-Regulation, Avoiding a Power Struggle, LSI (Life Space Interview)<br><br>Praise, sensory interventions, informal chat, discussion with Tutor/subject teacher/Pastoral worker, verbal warning, lunchtime or break time catch-up, after school catch-up, sending work home, phone call home, well-being support, for intentional damage to property “Charge Sheets” may be used.<br><br>Timely relevant reparative or restorative tasks, communicating praise with home, special mentions/house points, certificates, ceremonies and assemblies, creating opportunities for trust and responsibility, individual or class group rewards, and school trips. |


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## Appendix B: Meadows School Statement of Behaviour Principles:

- Meadows School takes a non-judgemental, curious and empathetic attitude towards behaviour. We encourage staff to recognise that all behaviour has meaning and that staff should focus on the feelings and emotions driving certain behaviours
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- 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 Meadows School Partnership Agreement Appendix C and this Statement of Behaviour Principles Appendix B set 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 students' needs and encourages positive behaviours through use of rewards. The rewards system must be regularly monitored for consistency, fair application and effectiveness.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Responses 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 D** are described in this Behaviour Policy so that students, staff and parents can understand how and when these may be applied.
- The leadership of Meadows School strongly feel that exclusions must be used only after due consideration and as a 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.
- 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

***Meadows School wishes to emphasise that violence, threatening behaviour or abuse by individuals towards the school's staff will not be tolerated. If an individual does not conduct themself properly, the school may ban them from the school premises and, if the individual continues to cause disturbance, they may be liable to prosecution.***



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## Appendix C: Meadows School Partnership Agreement

**KINDNESS – SAFETY – RESPECT**

***Meadows School will:***

- Establish a Code of Conduct that provides a secure and caring environment
- Ensure a safe, happy, respectful environment where every student is valued as an individual and encouraged to develop to their full potential
- Provide a broad and balanced curriculum which offers a wide range of educational experiences
- Ensure all teaching & learning activities are planned & prepared so that they are relevant to all students
- Provide evidence of progress and reports for Annual Reviews and the end of term
- Offer parents opportunities to become involved in the school community
- Contact parents /guardians if there are concerns about attendance, punctuality, behaviour or progress
- Respond sensitively and promptly to any concern or complaint raised by a parent / guardian or student
- Provide information and guidance about careers and higher education

***Parent/Guardians agree:***

- To ensure that my child attends school regularly, punctually, in uniform and with their homework
- To notify the school on the first morning of any absence due to illness before 9.00am and to keep the school updated daily on the timing of an intended return to school
- To avoid removing my child from school during term time, except with good cause, and to formally request permission from the Principal when seeking leave of absence
- To inform the school about any concerns or problems that might affect my child's work or behaviour. Following the correct lines of communication i.e. tutor or link worker in the first instance, followed by Key Stage Manager if escalation is required
- To inform the school of my child's achievements outside of school.
- To support policies and guidelines for behaviour and the school rules provided by Meadows School
- To support my child in homework and other opportunities for learning at home
- To support my child to use technology in a safe & constructive way and to report e-safety concerns to the school
- To attend all meetings and reviews to discuss my child's progress
- To support my child's involvement in the wider community of the school

***Students agree:***

- To attend school regularly and on time
- To wear school uniform and be smart and tidy in my appearance
- To attempt all my class work and homework to the best of my ability and with great care
- To use technology in a positive, safe and constructive way and to report anything that makes me feel uncomfortable to an appropriate adult
- To be polite, helpful and caring to others
- To behave responsibly in the classroom and around the school
- Not to bring any weapons or dangerous implements to school
- To respect all staff, other students and the school environment
- To follow the school policy about mobile phones.
- To follow the school rules.

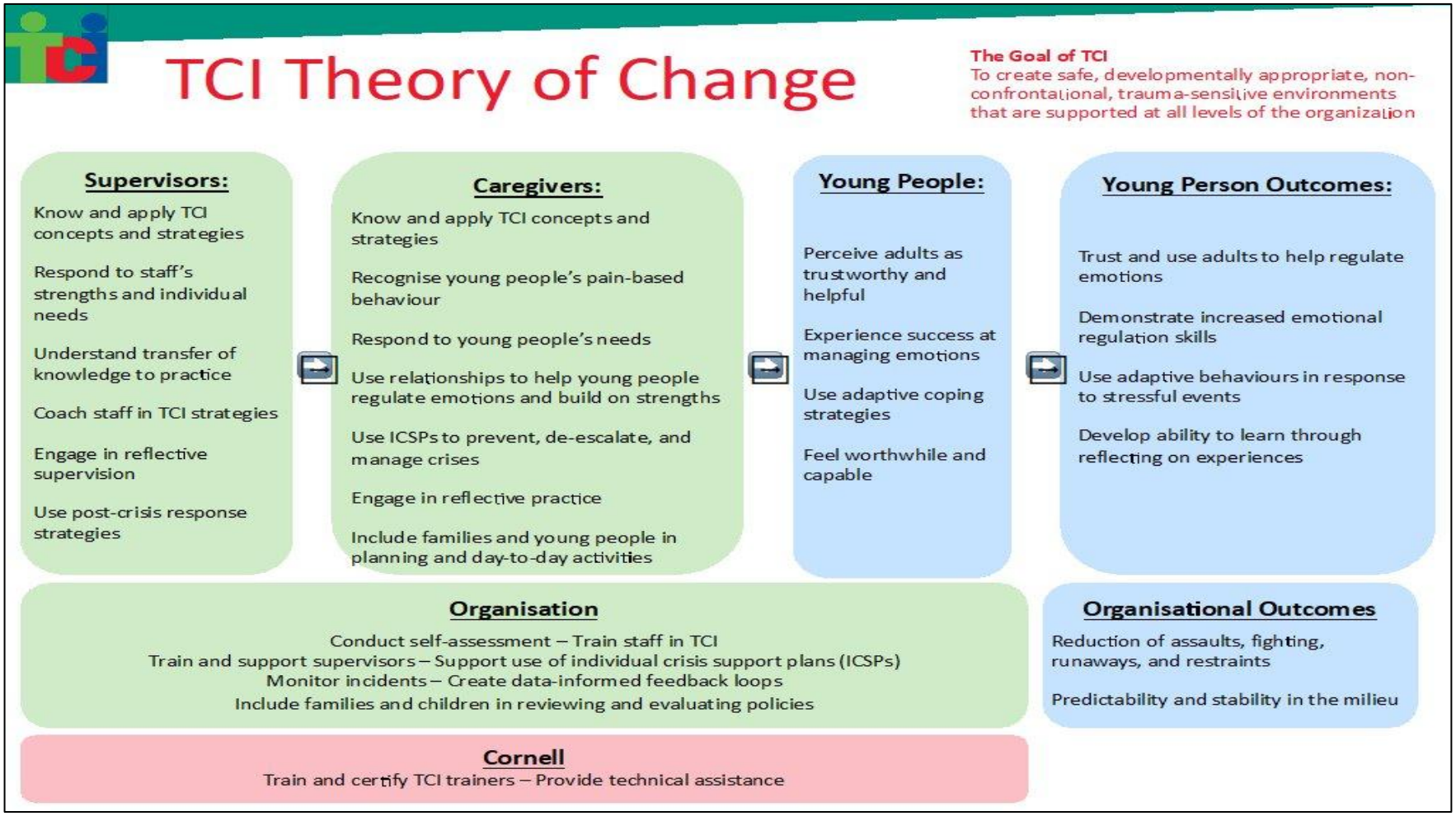


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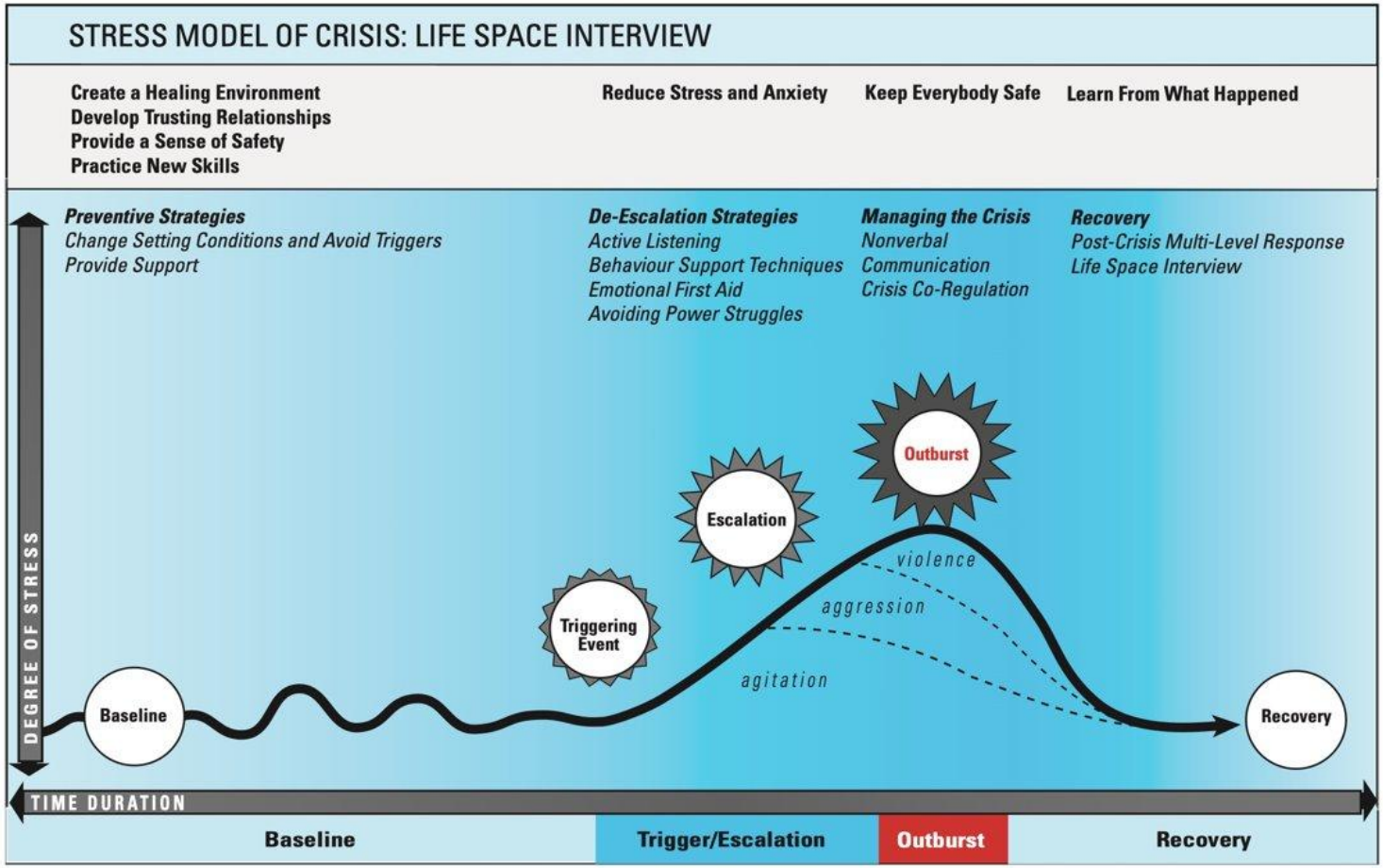
## Appendix D: Reportable Behaviour Incidents

| Behaviours | | Tier 1 Behaviours *(Reviewed by DSL)* |
|---|---|---|
| • Argumentative | • Threats of violence | • Self-harm |
| • Destroying own work | • Destroying work of others | • Bullying, Discriminatory & Prejudiced Behaviour |
| • Spitting - generally | • Confrontational | • Sexualised behaviour |
| • Spitting at others | • Preventing others from working | • Making allegations |
| • Throwing - general | • Damage to school property | • Online behaviours |
| • Intimidation | • Physically aggressive to peers | • Fire setting |
| • Throwing objects at others | • Physically aggressive to adults | • Drug related |
| • Sexualised language | • Assault - proactive or reactive | • Absenting/Missing |
| • Theft | • Fighting | |
| • Inciting others | • Racially motivated incidents | |
| • Persistent non-compliance | • E- safety | |
| • Time out of class | • Mobile phone out in class | |
| • Abusive language to peers | • Smoking/Vaping | |
| • Abusive language to adults | | |

## Appendix E: Therapeutic Crisis Intervention (TCI) - Theory of Change Model



## Appendix F: Stress Model of Crisis - Life Space Interview (LSI)






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## Appendix G: Tackling Time Out of Class & Missing

| Who | What |
|---|---|
| **All Staff** | Time out of class is recorded on Arbor |
| **Parents/Carers** | Parents and Carers can monitor their child's time out daily using the Arbor app |
| **Assistant Head** | Review time-out data for children on Monday mornings each week |
| **Tutor Teams**<br>*Can be allocated individual tutor staff to monitor specific individual students.* | Please can tutors:<br>- Review student's timeout each week<br>- Communicate with home that time out of class will lead to consequences and that being in lesson is not optional |
| **Link workers** | Link workers will also monitor time out regularly and can remind parents in communication with home that they can see their children time out daily if they download and use the arbor app |
| **Subject Teachers** | Teachers will consider and implement planned consequences for time out of class, considering what works best for individuals.<br>It is always most important to consider early interventions, use positive relationships and engage students outside of lessons, this may help encourage them into class too. Lessons are expected to be exciting and engaging and appeal to students' sense of inquisitiveness, working towards accredited outcomes whenever possible. |
| **Parents/Carers** | Please work to encourage your children to be in class learning, offer rewards and sanctions at home when you see fit |
| **Teachers & Tutors**<br>*(Link workers should participate in idea sharing & support in responses)* | Work together to tackle persistent time out of class.<br>(Perhaps use reports shared with home if parents are finding it difficult to navigate Arbor or the info is inaccurate?) |
| **Teachers & Tutors & Parents/Carers** | Next step: Parental Meetings |

| | |
|---|---|
| | With unsuccessful interventions, parents will be required to come into school for meetings to discuss time out of class and plan strategies in collaboration with teachers. |
| **Phase Leaders** | If there is still no change Phase Leaders will intervene and will consider further meetings and plans. |
| **Behaviour Group** | Chronic absence from class for individuals will be discussed in the Behaviour and Safeguarding Group if brought in as a topic by Key Stage Managers. |

**Protocol for responding to a missing student:**

- Parents/Carers should contact school in advance to share absence information or prior warning to potential emotional or behavioural upset.
- Known absences and alternative arrangements should be shared in the staff morning handover.
- The Register is to be completed on student arrival at School, "L" (late) not to be ticked until a student arrives.
- If a child is not in the correct place but this has been authorised by a staff member (perhaps due to conflict or upset) then this should be shared via school email.
- Teachers should check the register at the beginning of each lesson to see whether their expected pupils are in.
- If a child is missing from their session for more than 5 minutes, be it a lesson or lunchtime activity etc. the member of staff responsible (class teacher or LSA, break staff, lunchtime IC) will ensure they or another member of staff attempt to locate the student, searching most likely spots including those highlighted as "safe" places in their (Individual Crisis Support Plan).

**For lessons the hierarchy of response should be as follows:**

a) Class Teacher or LSA / (Lunch or Break cover staff)
b) Alternative Available staff
c) Pastoral Team
d) Head of Phase
e) Senior Leader

- If the student can't be found an email will be circulated (Secondary Group not Whole School if related to Secondary students) to check no other staff are with the missing pupil(s) or have seen them. If the student(s) remain missing, a search will be conducted of the school grounds.
- If the student(s) are not found anywhere on the school grounds, the search area will increase to offsite local areas. Staff will communicate via email or via telephone through the school office.
- If the student is not located within 30 minutes, we will contact the parent/carer to inform them of our concern, in consultation with parents/carers we will discuss reporting students missing to the Police but will wait no longer than an hour.
- If the child is *Looked After*, we will report them missing immediately. When the child is found, this must be communicated via email or phone call to the main office so the search can cease.

| **Missing episode follow-up:** | |
|---|---|
| 1st episode | A learning conversation will take place after the first offsite or missing episode alongside a conversation with home. |
| 2nd episode | If there should be a repeat of the incident, we will then require parent/carer to come into school for a meeting. |
| 3rd episode | If there is a third incident, we will feel the need to suspend that student under safeguarding grounds. |
| 4th episode | If there is a fourth incident, we will call for a professionals meeting with the local educational authority to question the viability of the placement on safety grounds. |


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## Appendix H: Mobile Phone Policy

**Meadows School Mobile Phone Policy**

**Mobile Phones will not be allowed in school** coinciding with the Government statutory guidance /mobile-phones-in-schools and our own experience of mobile phones having an increased impact on the day-to-day engagement of our students, impacting the behaviours we see around the school and the number of safeguarding concerns raised.

All Students are required to hand in their phones on arrival at Meadows School each morning.

**Students will not be allowed to remain in school without handing in their phone so parents/carers will be contacted to pick them up (or their phone up) if they should choose not to follow this procedure.**

Year 11 and Key Stage 5 students have an increased expectation to manage themselves and have the privilege to manage their phone use if offsite at lunchtimes.

For offsite trips and education, on which having use of their mobile phone increases the safety of the excursion, students will be allowed their phones.

We recognise the importance of students having access to their phones on their travel from home to school and support this arrangement for both safety and entertainment purposes.

Mobile phones will be locked safely away throughout the day and returned at the end of the school day for return journeys. This will happen every day.

In case of emergency, crisis or upset students will always be entitled to call home using school phones from staff offices; first port of call for students in this instance should be their Link Worker or Tutor, whenever possible.

Similarly, parents/carers can contact their child using the school office if and when needed.

If a student is repeatedly unable to manage the expectation of handing in their phone it might be necessary for a parent carer to keep their phone at home.