



The Meadows School

Promoting Positive Behaviour and Attitudes Policy

Approved by: IEB

Date:

Signed by: B. Watt

(Chair)

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## **Introduction:**

At the Meadows School we believe that each child should be fully supported to achieve their potential as successful learners and responsible citizens, within school and across the wider community. Our policy ensures that this takes place in a safe and meaningful manner. All of our pupils have ranging and complex needs relating to social, emotional and mental health difficulties as well as other diagnoses and as a result we recognise that for the majority of our pupils their experience of formal educational settings may have been fragmented and challenging. This is likely to have been due to ranging factors. It is vital, therefore, that in order to move forward and progress, pupils are helped to build their confidence within education and their sense of self-worth as learners. We do this through providing rich learning opportunities which promote independence and success both academically and personally within a positive, structured and purposeful climate. Through promoting investment in establishing and maintaining positive and respectful relationships with the adults in school, their peers and with professionals across the wider school community we build the foundations for personal growth and life skills.

We have high aspirations for every pupil and know that by ensuring the right provision in place it is possible for all students to thrive. Ranging strategies and techniques are adopted to support pupils with being in a 'ready to learn state' and to help them to develop resilience. As staff role models we are mindful of the positive impact that leading by example can have and the ways in which we can demonstrate socially responsible behaviour. We have a duty of care across the school and wider community to appropriately challenge those attitudes and behaviours which may be discriminatory or have potential to cause harm, damage or disruption.

Our high expectations of behaviour and conduct from all members of the school community ensure that learners are fully supported to be able to identify ranging emotions, recognise triggers and develop coping strategies to manage feelings. We encourage pupils to reflect upon difficult situations and work together with adults to find solutions to move forward. Our ultimate goal is that pupils are able to independently manage their emotions and behaviours in a pro-social manner. Approaches are aimed at helping pupils both short term within a school context and longer term to be equipped as they prepare for adulthood.

We are committed towards ensuring that The Meadows provides all learners with a meaningful working environment and recognise the importance of engaging collaboratively with parents and carers so that consistent messages of expectations in school are given. Through working in partnership with external services such as CAHMS, NHS SALT, OT we ensure that external professional support and recommendations further secure positive outcomes for our pupils.

Our school is inclusive and we seek to ensure accessibility and access for all pupils, as outlined in the equality Act 2010. Pupil behaviours, attitudes and responses are supported according to needs. This includes protected characteristics. This means that whilst ensuring that routines, expectations and boundaries need to be consistent we will take into account expectations and responses as appropriate to individual need. Whilst being aware of perceived fairness for many of our cohort we endeavour to widen pupil perspective that being 'fair' is not about everybody getting the same or being treated the same at all times (equality) it is sometimes about everybody getting

what they need (equity). At The Meadows we refer to this support strategy as ‘rubber boundaries’, a tool which is used with the intention of demonstrating tolerance and a degree of flexibility and reasonable adjustment based upon individual need and context, within our agreed framework of expectations.

In cohesion with nurture principles we recognise behaviours as being communicative and seek to support pupils in communicating their needs in appropriate ways. These approaches are outlined within the policy.

It is helpful to read this policy alongside the following documentation:

- Safeguarding Policy
- Exclusions and Fixed Term Suspensions Policy
- Attendance Policy
- Anti- Bullying Policy
- KCSIE 2023
- Smoking / Vaping Policy
- Mobile Phone Policy
- Absenting and Absconding Policy

## **Section 1 – Purpose, Aims and Ethos**

The purpose of this policy is to describe our approach towards supporting, challenging and managing behaviour and attitudes within our school. Our expectation is that all stakeholders are familiar with the policy and that it is apparent in our day to day practice.

Our aims are:

- To promote a learning environment where everyone feels safe and secure, valued, and able to succeed personally, socially and academically
- To provide a purposeful, stimulating and challenging curriculum which supports learners to fulfil their potential and prepares them for next steps
- To ensure access to high quality pastoral support which promotes emotional wellbeing and good mental health, the development of meaningful relationships and capacity to develop as responsible citizens
- To support pupils in making positive, pro-social and safe choices
- To promote a culture whereby mistakes are viewed as opportunities to learn and move forward from
- To deliver identified intervention which supports the academic, social and emotional, sensory and communication needs of learners
- To foster a “I can” mindset and attitude in learners which promotes resilience

- To provide appropriate challenge and high expectation, both academically, personally and socially to promote achievement.

Our aims will be achieved by ensuring:

- Teaching and learning is adapted, creative, relevant, challenging and enjoyable ensuring that everyone learns and makes progress
- The curriculum is meaningful, imaginative and relevant ensuring equality of opportunity for all pupils, and the development of key life skills.
- Ensuring provision is in place which is nurturing and consistent, in a safe and secure environment, for all individuals.
- Staff vigilance and attunement when supporting learners across the school
- We will ensure that expectations are consistent, routines are predictable and
- Assessment will recognise attainment and progress, whilst providing opportunities for teaching teams, parents and children to recognise achievement and to plan the next steps in academic and personal development.
- We work collaboratively with parents, carers, governors and the wider community through effective communication, team work and by valuing all contributions.
- Providing a safe, positive, caring and purposeful environment, where pupils are celebrated and fundamental British values are promoted.

### **School Ethos**

The Meadows School ethos is based upon supporting pupils to fully achieve their potential through ensuring we facilitate the right provision to meet identified needs. At the heart of our school are caring and co-operative relationships and investment in securing progress for all. Student voice is important to us and we take time to listen, represent pupils and respond to their viewpoints. This promotes a sense of belonging and shared ownership across our school. We are committed to setting high standards in all aspects of school life and encourage pupils to be responsible members of the school and wider community. Our aspiration is that pupils attending The Meadows feel proud of themselves, their relationships and their school.

### **Section 2 - Roles and Responsibilities**

At the Meadows we recognise that ranging stakeholders form our school community and that both rights and responsibilities for promoting positive behaviour and attitudes lie with us all.

#### **The IEB:**

- will establish, in consultation with Senior Leaders, staff and parents, a policy for the promotion of desired behaviour and review regularly
- will ensure that policy is communicated clearly to pupils and parents, is non-discriminatory and the expectations are clear.

- Will support the school in maintaining high expectations and standards of behaviour

### **The Acting Head Teacher:**

- will have overall responsibility for pupil behaviour and attitudes within the school in line with government and LA guidance
- will liaise with relevant staff to collate and analyse data gathered in relation to pupil behaviour in order to establish impact of approaches, allocate resources and delegate responsibilities as appropriate
- will monitor the use of RPI, particularly physical controls by considering frequency, justification, their nature, their users and pupil views
- will communicate data and impact of approaches to internal and external stakeholders as necessary

### **Senior Leaders:**

- will be responsible for the design, logistical and operational implementation and review of the policy
- will monitor records on CPOMS relating to behaviours and attitudes and record actions as appropriate
- will assist staff with effective behaviour support and management as required
- will instil the importance of staff vigilance and proactive approaches towards supporting positive pupil behaviours and attitudes
- will ensure that staff members establish clearly that bullying in school, on school transport or external visits is not acceptable and will be dealt with swiftly and in line with The Meadows Anti Bullying Policy
- will listen with care and respond to student voice
- will monitor pupil attendance and respond in line with Attendance Policy

### **Staff:** (including Teachers, and Support staff):

- will be familiar with and able to articulate the content of this policy.
- will be responsible for ensuring that the policy and procedures are followed consistently and fairly. Mutual support amongst staff in the implementation of the policy is essential.
- will have a key role in consultation with the Acting Head Teacher / Senior Leaders on the effectiveness of the policy and procedures
- have responsibility for creating high-quality learning environments which promote positive behaviour, teach effective behaviour for learning strategies and present as excellent role models through the establishment of positive relationships
- will demonstrate use of adapted strategies for identified pupils and cohorts of pupils as identified in pupil support plans
- will actively ensure that bullying is not facilitated or tolerated through close supervision of pupils during lessons and throughout less structured times of the school day and intervene before low level verbal abuse escalates. Effective delivery of anti-bullying learning opportunities will be addressed as part of PHSE work. Any concerns will be recorded onto CPOMS
- will inform Senior Leaders and Duty Leader immediately if a pupil leaves the building or the school grounds (absconding) and follow procedures in line with

individual pupil risk assessment (See appendix 1 in relation to recovery procedures through Emergency Duty Team)

- will access training opportunities and implement strategies learnt to support ongoing professional development in relation to supporting behaviours and attitudes
- will seek and implement advice from Senior Leaders if required

### **Parents and Carers:**

- will be expected to take responsibility for the promotion of school expectations with their child
- will be required to work in partnership with school to assist in maintaining high standards of good behaviour from their child
- will respectfully raise with the school, any issues arising from the operation of the policy, seeking solutions together
- will recognise that unacceptable behaviour has consequences which will be applied with regard to the individual, their needs and the impact on themselves and others. -This is a partnership responsibility between ourselves, families and support services to promote and provide appropriate boundaries and to help our pupils make a positive contribution to school, local communities and wider society.
- will ensure that their child consistently attends school
- will ensure that their child does not bring vapes or cigarettes into school
- will advise their child to leave mobile phone at home or to follow school expectations in relation to mobile phones if brought to school.
- will contact school office should they need to communicate with their child and request a message be given by staff

### **Pupils:**

- will be supported to develop coping strategies for managing emotions effectively and attempt to use self-help strategies
- Will follow school expectations
- Are required to remain in classroom during lessons, unless time out is agreed or directed by a member of staff
- Will demonstrate a commitment to their own learning and the entitlement of others to learn
- Will make safe choices
- Will only communicate with parents/ carers via school office if essential to do so
- Show co-operation and regard towards adults seeking to support, recognising that staff and wider professionals are here to help
- Are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations
- Will show respect for school environment, recognising that everybody has a right to access a well-cared for learning environment
- Are expected not to leave the school grounds at any time other than when participating in a planned visit, accompanied by staff or travelling in taxi
- Will follow staff advice and guidance in relation to bullying by staying within sight of adults, avoid being alone, consider if their behaviour provokes, avoid

bringing into school expensive items and speak to a trusted member of staff to share any concerns about any form of bullying

### **Section 3 - Whole School Approaches towards promoting positive behaviour with SEMH learners**

Within The Meadows a whole school approach is in place in order to promote consistency. Shared understanding of these approaches provides the foundation for developing good relationships amongst pupils and staff and effective behaviour management strategies, which are consistent with the positive whole school ethos.

The following principles are central to our work: -

- **Consistent and Predicable Routines**  
Efficient routines for arrival in school are important and can set the tone for the day. We recognise that all transition times in the school day need support: arrival to school, leaving school, moving round the school, assemblies, breaks and lunchtimes.
- **Modelling**  
Pupils can learn about appropriate and inappropriate behaviour by their observation of others. They model their own behaviour on others' responses, so it is important for them to have the chance to observe and experience positive role modelling by those who teach, and interact with them.
- **Emotion Coaching**  
This is an approach to behaviour regulation which encourages and helps pupils to learn how to manage their own behaviour.  
<https://www.emotioncoachinguk.com/what-is-emotion-coaching> The commitment to developing capacity to respond in a restorative and solution focused way to all behaviour incidents. However, this policy recognises the need to provide strategies for responding to unwanted behaviours in a way that maintains standards, reinforces the messages of what is acceptable behaviour, supports all stakeholders, and provides learning opportunities. What our actions should always seek to do is enable the young people to accept accountability and to move forward from the situation by considering how small changes in their actions can create big changes in outcome. By challenging our decision making and the reasons behind them through professional dialogue we can build our capacity to respond in a relational way. We must also recognise the need for dialogue with and within our community to increase the understanding of and support for the approaches used.
- **PACE** We keep in mind that we can help to regulate behaviour and reduce conflict if we use "Playfulness, Acceptance, Curiosity, and Empathy" in our relationships. Dan Hughes developed this attachment focused approach and it supports "connection before correction" for all.
- **Nurture**



We seek to create a safe school climate, based on structure, principles of nurture, engagement and challenge to enable effective learning and social and emotional growth. Recognition that this can best be achieved by understanding that we all have a “window of tolerance” and may sometimes need support and regulatory activities to help us be the best we can.

- **3 Rs**

This is based on the work of neuroscientist Dr Bruce Perry and supports the processes in the conflict spiral discussed by Team Teach. To enable the vulnerable child to learn, think and reflect it is advised to intervene in a simple sequence. If a pupil is dysregulated emotionally/behaviourally, they cannot reason until we help them to:

**Regulate** their emotion (fight/flight/freeze response). Then we need to **Relate** and connect and only then can we **Reason** and so support the child to reflect, repair, and be open and engaged enough to learn. Team Teach recognises that events can easily spiral into conflict when people react without thinking.

- **Relax Kids and Zones of Regulation**

These models of working, promote readiness to learn and are used to help pupils to identify their emotions thereby providing an opportunity to self-regulate or be aware of the help or strategies they may need to do so. This leads to them feeling they have more positive control over their behaviour and enhances their wellbeing and resilience. It may include responding to a child’s sensory needs and we have received advice from external services such as OT

- **CALM**

When supporting a pupil in a challenging situation Team Teach advocates to remain calm and staff to **communicate**, speaking calmly, clearly and confidently. Be **Aware** and **Assess** staying focused and in control. **Listen** and **Look** in a non-judgemental way to understand why the pupil may be responding in that way. **Make Safe** so that pupils can rebuild and restore positive relationships.

**Positive Reinforcement**

- The essential encouragement and reinforcement of positive behaviour is supported in many different ways within the classroom, around the school and as a whole school community. Considerate, adapted use of praise and encouragement is used for all pupils no matter how small their individual steps of personal progress are. We adopt a “catch them being good” attitude to noticing when pupils are following expectations and are willing to try and acknowledge this either verbally, quietly 1:1 or through written feedback or points awarded.

**Positive personal contact between staff and Pupils**

- For many of our pupils, positive physical contact with an adult can be a sign of acknowledgement, affection and acceptance which they seek and enjoy. An example of this could be a ‘high five’ or a ‘well done pat on the back’. There

may also be occasions where positive personal contact can ease distress, offer comfort or signal care. We recognise that not all pupils will be comfortable with personal contact due to personal experiences, attachments or diagnosis. It is important therefore that personal contact is not misinterpreted or unwanted. If a pupil verbalises this is unwanted or that they are uncomfortable then verbal support can be offered instead. This would be highlighted on the pupil's behaviour support plan. Should a member of staff feel that positive personal contact is not appropriate then this would be explained to the student. The concept of appropriate personal body space is a theme covered with pupils throughout their PHSE and pastoral work so discussion should provide a forum for viewpoints to be shared. Information may also be included on EHCPs for reference.

#### **Section 4 - Recognising Achievement and Positive Behaviour**

Our expectations of pupils at The Meadows are:

- **Right place, right time** – Pupils will need to be at lessons on time and remain in for the whole lesson, unless there is a genuine reason that time out is needed. During breaks and lunchtime, pupils will be in the areas that are allowed
- **Follow staff requests** – working cooperatively with adults in school by doing as they are asked during lessons and social times
- **Use appropriate language when speaking to others** – remember there are better words that can be used than swearing. Indoor talking voices in class are good. Manners are important so 'please' and 'thank you' will be rewarded. Positive interactions with others will help you to build connections.
- **Show a positive attitude towards learning** – this means that when pupils try their best and accept the support offered their efforts will be rewarded. If they are resilient towards challenge and take pride in their work they will be awarded points. When they show positive body language by sitting properly on a chair and have their hood down in lessons and coat off. When they will be awarded points.
- **Make safe choices** – remember to stop, think and then respond. Adults are here to help and everybody has a right to feel safe in school. Remembering this and doing the right thing matters. Vaping is not allowed anywhere in school. Mobile phones should not be out in school.

Stakeholder feedback has highlighted that our expectations can be summarised as;  
**Respect for Yourself** and all you can achieve ...  
**Respect for Others** and the connections you can build ...  
**Respect for our School** as it belongs to us all ...

Our ethos encourages the promotion of pro-social behaviour and ownership of choices within a situation. Recognising the power of choices is an important aspect of school

life within The Meadows and is intended to equip our pupils with coping skills and self-restraint as they prepare for adulthood. Realising that we all have choices in relation to our responses in any given situation plays a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others, is valued. We use:

- Whole School Point system – Dojos reward points
- Verbal praise, positive feedback and recognition
- Morning break rewards (cookie, hot chocolate, soft drinks, bacon bun etc.)
- Celebration Awards -Star of the week certificates (in tutor groups weekly)
- Attendance certificates (in tutor groups weekly)
- Spot prizes/ Special Award Outings
- Positive feedback phone call home to parents/ carers or dojo message sent
- Bespoke class reward systems
- Individual reward strategies and systems
- Rewards Afternoons

Pupils are rewarded for good behaviour, academic effort and achievement, positive social interactions, personalised targets and whole school contributions. Within our point system students can be awarded up to five points in each lesson linking to each listed expectation. Additional points can be awarded during break and lunchtimes.

Our students that access alternative provision or work experience can also accrue points based upon our five expectations which are connected to the pupil's parent's/carers electronic devices. Dojo points are counted up each week for pupils to participate in reward activities based upon achievements. Presently we offer Gold, Silver and Bronze reward options based upon the amounts of points gained.

Rewards Afternoons may include the following activities, as suggested through pupil voice. The examples included may change depending upon feedback from cohorts of pupils.

Sports, Boxing, Cooking, Film Club, Games / Board Club, Outdoor Education /Cultural visits Activities, Hair and Beauty, Rapping, Football, Swimming, Art and Crafts, Computer Club, Trampolining, Snooker / Pool, Hide and Seek, Photography club, Music, Relaxing room, History Club.

Parents/carers can be notified when a Dojo point has been awarded and the reason that the award has been achieved. Regular positive feedback can also be sent to parents who choose this option as a means of updates.

## **Section 5 - Risk assessments and Behaviour Support Plans**

- All pupils at The Meadows School have an individual pupil risk assessment and behaviour support plan
- The form tutor is responsible for writing and updating the risk assessment and behaviour support plan
- The risk assessment will be updated following an incident by the form tutor.

- All teachers and support staff are responsible for reading and understanding risk assessments for all of the pupils they teach.
- Information included on a pupil risk assessment may impact upon opportunity to participate in off-site curriculum and cultural/ enrichment visits or certain curriculum areas
- One page profiles identify pupils' interests, likes and dislikes. Important features in relation to this policy are main behaviours that staff may observe. Pupils identify staff they feel they can discuss problems or strategies with and chosen effective approaches to support are included. Pupils work closely with their tutors to formulate this document. Profiles are reviewed on a regular basis.

## **Section 6 - Recording and reporting**

The recording of incidents is important in the monitoring and development of strategies for dealing with inappropriate behaviour. Patterns of behaviour can be detected through recording and could be prevented from escalating by early intervention.

Good communication between Senior Leaders, class staff, the pupil, parents is key to promoting good behaviour. All incidents/concerns regarding individual behaviour can be discussed with Senior Leaders.

All incidents of negative behaviour and all physical intervention are recorded on the school's online system, 'CPOMS' or recorded on the Major Incident Record forms. Both methods of recording are legal documents which are required to be comprehensively written, including relevant details and completed in a timely manner. MIR forms are externally monitored. All staff have individual access to this system and it is expected that all staff record all incidents that they are involved in. This system is used to monitor behaviour for groups of pupils, individual pupils and the whole school. It is also discussed with parents and carers when feedback is given in relation to behaviours and attitudes. This data is monitored by Senior Leaders and the IEB.

Class Dojo positive reward system is currently being implemented (January- March 2024) as a result of pupil voice data capture in relation to promoting positive behaviours and recognising effort and achievement.

## **Section 7 – Consequences/ Sanctions**

We recognise that behaviour should be managed proactively rather than reactively wherever possible and all times in a positive manner. Our recording systems will evidence when some pupils have chosen not to co-operate or follow school expectations. The consequences of negative behaviour are dependent upon the seriousness of the incident. Pupils should know and understand sanctions that can be applied.

Consequences should always be managed by class staff in the first instance and support offered from tutors in relation to discussing events and communicating with parents and carers. Any sanctions being applied after school are covered by staff rota but where possible will allow for discussion to be had between pupil and staff involved in the incident. Disapproval is always of the behaviour and never the child.

Consequences for Inappropriate or Critical Misbehaviour:

- Reprimand - a verbal warning aimed at stopping an inappropriate behaviour, given in a calm and comfortable manner
- Change in seating arrangement within the classroom – intended to reduce disruptive behaviour or prevent absenting
- Adult proximity – adult positioned in a non-threatening way to closely monitor behaviour and prevent escalation
- Directed Time Out -Pupil is requested to leave lesson and supported in quiet space - time to calm, reflect and make a better choice
- Withdrawn access to rewards such as break time rewards / weekly reward session – as a school we will not reward poor behaviour but do recognise the effort a pupil has made in trying to correct
- Pupil required to access break / lunchtime session with restorative focus / or learning catch up
- After School detention to complete learning opportunities, owe time wasted or discuss concerns arising
- Afterschool reflection session
- Meeting with parents or carers to discuss consistently poor behaviour over a period of time – relevant stakeholders invited
- Confiscation of mobile phone or cigarettes or vape
- Meeting with parents /request for parents to attend school to collect a confiscated item
- Pupil is not allowed to participate in off-site activity – based upon risk assessment
- Fixed Term Suspension – extreme or ongoing cycle of negative behaviour which needs to be addressed
- Permanent exclusion – exceptional circumstances in relation to the welfare and health and safety of The Meadows School

Please note that only the Acting Head Teacher can exclude pupils.

Please note that the law states that a detention can be imposed without parental permission. It is important to us that we work in partnership with parents and carers meaning that intentions will be communicated prior to this sanction being applied.

## **Section 8 –Critical Misbehaviour**

There are some behaviours which impact significantly upon the ethos within our school and can lead to disrupting the access to education that all of our pupils have a right to.

The following behaviours are included in this category:

- Controlled violence towards another pupil or adult
- Deliberate damage to the school building, it's equipment or other peoples' possessions
- Premeditated or unprovoked bullying of others
- Leaving the school site without permission
- Deliberate high levels of disruption to the school/ learning environment
- Repeated disregard for school expectations and boundaries
- Unlawful activity

In such incidents Senior Leaders will consider the severity of the sanction required so that a clear message is given across our school community in relation to our expectations. Recording will take place on MIR document, on CPOMs and within sanctions book.

### **Section 9- School Fixed Term Suspensions and Exclusions**

It may be deemed necessary to impose a fixed-term suspension if pupil behaviour has been of a serious, harmful or of a persistent nature. This decision is not made lightly and should only be made by the Acting Head Teacher, or in their absence, Acting Deputy Head Teacher.

Following a fixed-term suspension, parents will bring pupils into school for a re-integration meeting with a Senior Leader to clearly establish expectations and support upon returning. It is to be noted that this meeting is to work on strategies to support pupils and parents to be able to ensure that pupils can behave positively and perform in school without it being necessary again to provide a fixed term suspension. The length and amount of suspensions will be monitored over each term as well as the performance of the pupil upon returning from suspension. It is hoped that regular suspension will not occur, but if they do it will not exceed the permitted amount a Headteacher can suspend a pupil for in one academic year, which is currently 45 school days.

In very rare circumstances it may be necessary to permanently exclude a pupil. This will be decided by the Acting Head Teacher and will be in line with statutory guidance. This should be read alongside The Meadows Suspensions and Fixed Term Exclusions Policy and DFE guidance September 2023.

The Governing Board will meet regularly to consider suspensions and exclusions.

The Governing Board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the Acting Headteacher. if:

- it is a permanent exclusion
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term
- it would result in the pupil missing a public examination or national curriculum test

For suspensions where a pupil would be excluded for more than five days but not more than 15 school days in a term, if the parents make representations, the Governing Board will meet within 50 school days of receiving the notice of suspension.

## **Section 10-Anger Management**

Of the different kinds of aggression which have been identified, the ones which most obviously relate to pupils at The Meadows are:

- Fear induced aggression - a response to a threat or perceived threat.
- Irritable aggression - elicited by frustration or pain.
- Inter male aggression - often exacerbated where a population is predominantly male, and linked to territorial defence.
- Territorial defence - this relates to aggression which can be evident when males invade each other's territory.

For some of our pupils, aggression can be as a result of a pupil not having another efficient system of communication and may indicate anxiety, pain or distress. We observe that pupils with emotional and/or behavioural difficulties often have a fragile self-esteem and are more likely to be sensitive to situations which are perceived to threaten this. Consequently, they are often perceived as having a 'short fuse'. Such pupils also often have few strategies available to manage threatening situations in alternative ways and require adult co-regulation and intervention to prevent crisis. The potential for frustration induced aggression is also clear particularly in the classroom situation and where learning difficulties are also an issue where we endeavour to ensure that personalised learning opportunities and adult support are in place to aid pupils in coping effectively with perceived challenge. The potential for inter-male territorial aggression within a predominantly male setting is obvious, particularly given the often poor social skills of our pupils where personal space is sometimes not considered. As a result, our vertical tutor groupings are carefully considered as a means of diffusing potential aggression amongst peers.

The signs, signals of aggressive behaviour are easily observable through a pupil's facial expressions, voice, movement and gestures. At such times the de-escalation techniques outlined are necessary to deploy as well as the delivery of our comprehensive PHSE programme, access to nurture support and promotion of self-esteem and sense of belonging.

## **Section 11 - Physical Intervention and Team Teach**

### **De-escalation Techniques**

Our pupils tend not to be as socially or personally skilled as most of their mainstream peers, and are as a consequence more likely to cope poorly with frustration, conflict, and anxiety resulting in poor judgement, a failure to anticipate the effect or consequences of their behaviour, and, on occasions, for some of our pupils, temporary

losses of control. In many cases our young people's challenging behaviour is a means of communicating anxiety, distress or discomfort.

Staff are attuned with situations and circumstances in which a student may become dysregulated and potentially reach crisis point. In such incidents staff adopt ranging de-escalation techniques to support and assist with co-regulation or encourage self-regulation, some of which are identified in Whole School Approaches – section 3 .

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of challenging behaviours and to promoting behavioural growth in pupils

De-escalation techniques that we focus upon include

- Group control - when working with cohorts of pupils staff are punctual and well prepared in order to minimise any potentially negative behaviours arising. Our staff ensure they are confident and give clear instruction and guidance, checking for misconceptions. Staff need to be consistent, fair and decisive when managing behaviour and attitude as we know that on occasions a perceived sense of unfairness can cause significant dysregulation to some pupils. We recognise the need for staff to set realistic expectations which challenge pupils to be the best they can be without causing fear of failure.
- Attitude and approach - When seeking to support behaviours staff are aware of the need to be calm, clear and firm in relation to expected school boundaries. Our staff promote an 'I can' attitude with pupils to encourage self-belief and motivation towards tasks. Staff encourage pupils to take control through self-restraint, managing their personal challenges and keeping issues in perspective.
- Non-verbal behaviour- attunement with pupils can de-escalate situations through simple gestures such as staff making eye contact or a smile, a reassuring nod or physical proximity for reassurance. Staff know the importance of positive body language in reducing a heightened state.
- Verbal behaviour- we know that words can be powerful but that as a pupil approaches crisis the 'thinking part' of the brain does not process language as effectively. It is therefore important that in order to deescalate a potential fight or flight response words are spoken clearly and at an appropriate time. Reassurance and empathy are adopted as part of our emotion coaching techniques. On occasions humour may divert, but not always. We are aware that planned silence can sometimes allow a child to calm.

### **Power to restrain**

The Education Act 2011 also re-affirms the power of school staff to restrain pupils when it is in the best interests of the pupil. Members of staff have the power to use reasonable force to:

- Prevent a pupil from committing an offence.



- Prevent a pupil from injuring themselves or others.
- Prevent a pupil from damaging property, including their own.
- Maintain good order and discipline in the school.

All teaching staff at The Meadows School are fully trained in Team Teach, a system which has its focus in de-escalating unwanted behaviours by calming, comforting and diverting the pupil in order to maintain safety and a secure learning environment. Team Teach supports the whole school approach towards supporting learners with SEMH needs identified previously in this policy.

Team Teach recognises however, that there are times when it is appropriate to use a physical intervention in the best interests of the child. Behaviour support strategies, including physical restriction where appropriate are identified on individual support plans. Following the use of Restrictive Physical Intervention opportunity to reflect upon the incident is approached with each pupil. This offers the opportunity for students to share their views and for staff to explore alternative ways in which situations could be approached. Following the need for restrictive physical intervention parents, carers and social workers will be informed by school. Should they wish to attend school to consider documentation an appointment can be made. All restraints are reported in writing, monitored independently and the reports are kept on file for the statutory minimum time.

### **Use of Restrictive Physical Intervention:**

The School and IEB believe that in order to enable teaching and learning to take place, positive behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the school by:

- Promoting a positive climate in which all staff have a responsibility to model desirable standards of behaviour, show respect to those in their care and contribute to the overall ethos of the school.
- Providing all pupils with secure, stable relationships within a dependable, predictable environment whose structure, rhythm and routine, help the development of self-discipline and self-control.
- Having and maintaining high expectations of behaviour, which will reflect pupils' understanding and ability.
- Encouraging an awareness in staff and pupils of the individual needs and difficulties of others, which can contribute to some types of behaviour.
- Providing consistent management and use of strategies throughout the school.
- Providing structures which minimise and discourage undesirable behaviour while encouraging, recognising and rewarding the positive.
- Having in place a set of guidelines, rewards and sanctions, that reflect the diversity of a pupils needs and that are flexible enough to accommodate a wide range of possible behaviours.
- To ensure that pupils are aware of the systems that are in place, why they are there, and in which situations they could be used.
- To be aware that some behaviours may be so extreme that they require physical intervention; this should be planned and carried out using strict

guidelines, and by staff that have taken part in the appropriate training. Restraining a child would always be a last resort and should be done with care and for as short a time as possible. Where restrictive physical intervention becomes necessary and is recognised in a pupil's behaviour management plan, then this will require much closer monitoring and recording.

- At The Meadows, 'Team Teach' is the method used for Physical Intervention. It is expected that all Teaching and Support staff are trained to use Team Teach where possible.
- New staff are trained as soon as possible
- Physical intervention could take place when:
  - 1) There is a serious risk of injury to pupils or staff, from another pupil or the risk of them injuring themselves
  - 2) There is a serious risk of damage to property
  - 3) There is a serious risk of pupils taking themselves out of the control of staff, which may affect their safety or welfare
  - 4) To stop behaviour which is prejudicial to the safe and secure learning environment
- The school will follow the LA guidelines on the use of restrictive physical interventions
- Only staff who have had appropriate training should be involved in using physical restraint
- The Team Teach trainer at The Meadows is responsible for ensuring that all teachers and support staff using Team Teach feel confident and highly skilled to do so
- The Team Teach trainer is responsible for regular training and drop in sessions for all staff to access

Team Teach training focuses primarily on the powers of de-escalation.

## **Section 12 – Pupil Mobile Phones, Electronic Devices and Smoking/Vapes.**

The Meadows School and grounds is a no vaping and no smoking area. It is well recognised that there are a number of significant health hazards associated with nicotine and vaping is highly addictive and likely to cause long term damage to young lungs, although research at this time is ongoing. As the legal age for vaping, purchasing a vape or smoking is 18 years' old it is a criminal offence.

Within our current culture mobile phones are an ever present feature. Whilst providing some benefits in regard to pupil safety they also facilitate access to inappropriate or harmful online content, can cause significant disruption to learning, offer opportunity for inappropriate or illegal recording and are costly to replace if stolen or accidentally damaged.

We recognise that some of our pupils undertake a significant journey to school each day and that mobile phones or tablets may help to pass the time. With this in mind, it is expected that if a pupil decides to bring in a mobile phone or electronic device upon arrival at school it is turned off and handed into the tutor for safe storage. Phones will be handed back out to pupils during the end of day tutorial session as taxis are being called.

For pupils who are due to transition to college or are accessing a work placement, access to mobile phones may be agreed on an individual basis with Senior Leaders. This agreement would be with clear expectations and facilitated in an effort to further provide preparation for adulthood. If expectations are not adhered to by these pupils, then they will be instructed to follow the same protocols as the rest of the pupil cohort.

Pupils that demonstrate non-compliance with our expectations relating to mobile phone use in school will be made aware that:

- Our expectation is that mobile phones and associated devices are handed into tutors for safe keeping during the day. They will be returned to pupils during tutor session at the end of the school day
- Pupils that are permitted to keep hold of their mobile phones are expected NOT to have them out at any point during the school day
- If a pupil does not follow school expectations in relation to mobile phones they will be asked to leave the classroom and remain in isolation until mobile phone is handed in
- If staff feel it necessary to do so a mobile will be confiscated and kept in safe storage until the end of the school day or parents can collect from school
- Recording of others in school is not permitted. If this is believed to have happened, the mobile phone will be confiscated by staff until evidence can be gathered.

### **Section 13- Power to search**

The Education Act 2011 gives powers to schools to search a pupil should there be a reasonable suspicion that an individual has, in their possession, an item prohibited by the school rules, or an item prohibited by Law. Such items may be seized by the school and retained, disposed of, or returned. Items which are carried in breach of the law, such as knives or blades, may be handed to the Police for further action.

In addition to the items specifically prohibited by the school rules are matches, lighters, vapes, drugs paraphernalia, energy drinks, mobile phones (this list is not exhaustive).

The Law gives school the power to search for the following prohibited items:

- Alcohol
- An electronic device (Education Act 2011)
- Knives and weapons
- Fireworks
- Controlled drugs
- Pornographic images
- Tobacco, cigarette papers and Vapes.
- Stolen articles
- Articles that have been, or are likely to be, used to commit an offence, cause personal injury or damage to property. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Force cannot be used to search for items banned under the school rules. As a result of this Senior Leaders will make a decision if wider professional assistance is required by police.

With regard to electronic devices, the person who seizes the device may examine any data or files on the device, if that person thinks there is good reason to do so. Following an examination, a decision may be made to erase any data or files from the device if it is thought that there is good reason to do so.

The above procedures will be implemented in line with DFE Searching, Screening and Confiscation Advice for Schools (July 2022)

### **Section 14 - Alternative Provision**

For some pupils it may be decided, by Senior Leaders and other professionals working with a pupil, that their needs could be better met by accessing offsite alternative provision. This will be in order to support identified learners on a short term basis with the aim being to fully reintegrate back into school.

### **Section 15 - Appendices**

#### **Recovery procedures for pupils absconding from school grounds or site through Emergency Duty Team**

#### **Emergency duty team - in cases of absconding**

Head Teacher-----Deputy Head Teacher-----Assistant Head Teacher-----Duty Team--  
---TLR's.

Above to be informed immediately in order of priority depending on who is on site.

Inform immediately when pupil is seen absconding or if pupil cannot be accounted for and Implement Recovery Action below.

Two persons from the **E.D.T and/or available directed staff** to take school mobile and two way radio and own vehicle or on foot to try and intercept the absconder. Maintain

contact with regular updates to school, if no sign then return to school after 20 minutes.

One person from **E.D.T** to take two way radio and check the external school perimeter fence and liaise with office and duty team regarding sightings positive or negative.

After 10 minutes if there are no sightings then the School Business Manager or Office Manager will call the police with a full description of absconder. Parents/carers also informed. If absconder then returns to school on their own accord S.B.M. or O.M. to call police and advise.

SLT to collate evidence as to how the absconder managed to leave the premises and compile a report.

Senior Leadership to meet with all concerned and discuss all of the events and have a full debrief.