



## **Behaviour and Discipline Policy**

### **Rationale at Meadows School**

At Meadows we are a specialist provision who work with looked after young people who are experiencing difficulties. They often come from chaotic backgrounds in which they may have experienced trauma. These young people are often stuck in complex patterns of negative, self-destructive behaviour and helping them is not easy. Some of our young people come with medical diagnosis or are in the process of being diagnosed for a range of medical issues. To break down these patterns time, effort, commitment and expertise of dedicated professionals working in well-organised, well-resourced and responsive systems have been employed.

All staff at the school believe that the young people are entitled to the best education which we can provide and treat each child as an individual understanding their life journey. All young people are encouraged to achieve their full potential by providing them with a range of educational opportunities in a safe, caring and open environment. This then will raise their self-esteem.

We encourage mutual respect, care and concern for others. As a school we want our young people to develop a clear view of right and wrong and to feel safe, secure and valued. We want them to appreciate the needs of others and of the community around them.

We expect good behaviour, both in the classroom and outside. This is essential to support our school's ethos. Throughout the school the expectation is that everyone shows respect for others, whether they are students, teachers, managers, carers, support staff or visitors and behave in an appropriate way.

### **Aims and Objectives:**

- To promote good behaviour and lead by example.
- To build and maintain self-esteem.
- To promote self-respect and respect for others.
- To develop self-discipline.
- To avoid causing distress or offence to others.
- To celebrate our achievements.
- To encourage the involvement of carers and school in the implementation of this policy.
- To de-escalate all situations that are causing the young people distress.

### **As a school we will:**

- Prepare young people for reintegration into an appropriate setting or the next stage of learning/work.
  - Prepare young people for adult life and a place in society.
  - Ensure good order within the school.
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- Develop good relationships.

- Raise young people' self-esteem.
- Encourage young people to develop a sense of personal responsibility through self-discipline and challenge.
- Encourage young people to develop a sense of self and give them the courage to be themselves.
- Encourage young people in accepting and understanding other people including those in authority.
- To work in partnership with multi-agencies to boost their self-esteem and reengage them in their learning journey

**As staff working at Meadows School we will encourage young people to,**

- Be patient, polite and considerate of others.
- Be respectful towards other people's property.
- Be respectful in the school, its equipment and staff.
- Move about in a safe, quiet and orderly manner.
- Attend regularly.
- Engage them in their learning and take responsibility for their behaviour.

**As adult members of staff we will,**

- Treat each other with equal respect and courtesy.
- Treat all Young people with respect and courtesy even when Young people behave inappropriately
- Continue to treat the child with respect, no matter how serious the behaviour.
- Recognise and celebrate appropriate behaviour and identify and deal with inappropriate behaviour with consistent and agreed strategies.
- Support each other.
- Provide a caring and effective learning environment.
- Ensure House Manager and Residential Support Workers are kept informed of their child's daily life in school.
- Report positive behaviour to managers and carers

**Classroom behaviour and rules:**

Rules are negotiated by the class teacher and the individual young people within the class due to the nature of each classroom being different. The basis of these rules should include and follow the following:

- To settle down quickly in the morning and after breaks
- Listen to and follow instruction.
- Put hands up if we want to attract the teacher's attention and not call out.
- Respect other people and their property.
- Refrain from the use of put downs, to follow directions, to keep hands, feet and objects to themselves and to use appropriate language at all times.
- Remain on school site.
- Work hard and always try our best.
- Speak kindly and treat others with respect.
- Interact in a friendly and safe way.
- Always tell the truth.
- Remember that swearing is unacceptable.
- Respect all adults working in school.
- Be in charge of ourselves.

### **Guidance for staff**

All school rules and conduct are introduced and reviewed through circle time, co-operative games and role play both in the classroom and around school. In dealing with any unacceptable behaviour, staff should:

- Avoid confrontation.
- Listen to all parties involved.
- Establish the facts where possible.
- Judge only when certain.
- Use sanctions sparingly.
- Respect other member of staff's decisions.
- Use positive holding as a last resort only when they are a danger to themselves and others (please refer to the PPR policy for further information on Positive Holding).

### **Incentives and rewards**

We encourage appropriate, positive behaviour through praise and a system of rewards. Each young person has their individualised footprint that education staff can write a positive of the day on to. Daily circles occur morning and afternoon where positive behaviour is acknowledged and footprints are given.

Each young person has a reward chart that is filled in to incentivise and encourage positive behaviour. Rewards are given for effort, behaviour, uniform and attendance.

#### **Other reward systems also include:**

- Footprints
- Certificates
- Phone call home
- Vouchers
- Enrichment Trips

### **Consequences for inappropriate behaviour**

- Time out for calming down and thinking space.
  - Encourage young people to use the chill out room.
  - Phone call home and behaviour meeting arranged.
  - Confronting the issue in discussion with appropriate adult. Staff should always establish facts through initial discussion to lead the young person to understand that he/she has chosen to behave inappropriately and encourage the child to suggest what would have been appropriate behaviour. A reprimand may be necessary but this should always leave the young person room for self-respect.
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- Home/School Diary is sent home with behaviour that day.
  - Loss of golden time.
  - Kept after school to complete work missed during homework club
  - Expectation to pay for any damages to property.
  - In extreme cases a positive hold will take place to keep the young person safe

- Police involvement if the child has seriously attacked another young person or member of staff, after a series of interventions from staff in partnership with multi agencies.

When dealing with unacceptable behaviour, staff should try to understand the reasons for the behaviour and deal with it in a positive way. Where a sanction is necessary the staff try to choose one which is appropriate to the behaviour and the young person

A system of consequences will be agreed and or imposed within the school as part of the school routine. School will work closely with the homes and review appropriate strategies and management plans suitable for each young person..

### **Monitoring**

- Positive and negative behaviour records are kept.
- Home/School phone calls to carers on a daily basis.
- Care and control records - incidents of positive handlings.
- Positive Holding Plan and letters sent to the houses, managers and social workers.
- A record for any pupil who is suspended for any length of time will be kept in their student profile.

This behaviour policy notes several school expectations but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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