



Building a future for young people

Behaviour policy

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Rationale

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-organized, 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:

- Work with young people in a therapeutic way, building relationships with the students through a nurturing approach.
- 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.
- 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.
- Recognize 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.
- Use PACE approach to learning.
- Ensure House Manager and Residential Support Workers are kept informed of their child's daily life in school.
- Report positive behaviour to managers/carers and parents.

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 always use appropriate language.
- 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 individualized footprint on our school APP that education staff can write a positive of the day on to their parents/carers and corporate parents.

Each young person is rewarded for the work they complete, and this equates to vouchers with a monetary value of up to £10 per week.

Reward points are given for effort, behaviour, uniform and attendance.

Other reward systems also include:

- Certificates
- Phone call home
- Vouchers
- Enrichment Trips

Consequences for inappropriate behaviour

The following Behaviour policy applies to all pupils who attend the school or attend trips or visits

with the school and at any time where an issue within the community impacts on the school.

Our supporting “C” system:

The ‘C’ system is a nationally recognized system in educational establishments and one that the Government recommends. For our pupils, it is important that low level behaviour is effectively dealt within a structured and timely manner. The ‘C’ system encourages positive

behaviour by giving the opportunity and time to correct poor behaviour offers them the chance to make the right choice and understand that there is a consequence for poor behaviour.

As many of our pupils have a Special education need, we support our 'C' system with a visual system using the "amber, amber, red" card system.

The 'C' system

The school has a range of measures to tackle behaviour before it escalates into persistent poor behaviour. The school have adapted the 'C' system to help staff consistently tackle behaviour and ensure that pupils and parents/guardians understand the system.

C1 – Chance.

This gives the pupil a chance to stop the behaviour and, if they do, nothing is recorded.

C2 – Choice. (Amber 1)

This means that the pupil chose to continue behaving badly for another 5 minutes and will now be issued a "final warning" that a consequence will be put into place if the behaviour is not rectified.

C3 – Consequence (amber 2)

This means that the pupil has continued to display negative behaviour and will now be issued with a C3 consequence. The participant will have an interview with a member of the school senior leadership team and any other relevant parties to explain why the behaviour must not be repeated. The school may request parents/guardian to take part in this meeting. It may be decided that this meeting should include restorative actions were other members of the Centre have been affected.

C3 behaviour will be officially recorded, and parents/guardians will be notified of this behaviour in the weekly progress letter sent to school and home at the end of the week and the data will be summarized in PEP meetings and may formulate future targets.

C4 – Connect (red)

If behaviour has escalated beyond a C3 then the pupil will carry out a piece of restorative work to ensure that this behaviour is not repeated. If the behaviour is at one of our Alternative Providers, then they will return to school or Education hub (home) until the Headteacher of the school has agreed with the Centre Manager what that they can return. (Normally one full day)

C5 - Caring

For serious behaviour or continued C1 – 4 behaviours, then the school will work 1:1 with Meadows school Psychology service to introduce a suitable safety plan in school that keeps staff and pupils safe. Meadows school do not permanently expel pupils as our young people have normally been previously permanently expelled and need to learn how to independently correct their behaviour through therapeutic reregulation systems.

Once a C3, C4 or C5 has been issued, then they cannot be retracted. Our staff are actively encouraged not to negotiate on poor behaviour as this is detrimental to the wellbeing of the participant.