



Cleeve
Meadow
School

Behaviour Management Policy

March 2020

To be reviewed March 2022

1. Vision

Our overarching mission is for all Cleeve Meadow students to be nurtured as unique individuals, finding fulfilment through their love of learning and the exploration of the furthest reaches of their intellectual, creative, physical and emotional capabilities. Our students will be guided and challenged to become independent and resilient citizens, committed to making a contribution to the communities in which they live, to economic and environmental sustainability and to tackling intolerance.

Led by a whole school approach enabling 'High levels of progress and achievement in all areas of learning' students will be central to their own learning, striving to achieve at the highest possible level in an environment of mutual trust and respect that allows the 'Cleeve Meadow spirit' to flourish. Students will develop as independent life-long learners, and creative risk takers. They will be leaders and team-players, as well as confident individuals who set themselves challenging goals.

In order to achieve this, Cleeve Meadow will commit to:

- Recognise and meet the individual needs and potential of every student, in all aspects of life and learning, through a professional and caring approach.
- Ensure that staff model a positive approach to problem solving and demonstrate effective emotional awareness in their responses to challenge
- Allow students to flourish through a meaningful and exciting range of activities in a safe environment, where everyone is treated with respect.
- Build strong supportive teams, by working together with parents and health professionals, and so provide a holistic approach to learning.
- Ensure that Cleeve Meadow is a happy, motivating, welcoming and challenging learning environment for all

This policy aims to ensure that the whole community understands and shares our values and can work together to achieve our vision.

In order to achieve our vision and work by these values students must:-

- learn to take responsibility for themselves and to make the right choices by learning strategies they can use to manage difficult situations
- learn to think for themselves and judge what is right or wrong, and to act in acceptable ways whether at school, at home or in the wider community.

Staff should enable all students to achieve their potential by:-

- providing a safe, happy, stimulating and organised environment for all children to promote resilience, independence and responsibility
- ensuring that everyone is treated fairly and consistently
- ensuring that the principles of de-escalation and emotional learning are applied

- ensuring that opportunities are provided for students to develop emotional awareness through an emotional coaching approach
- communicating high expectations in all situations to promote confidence and self-esteem
- praising and rewarding appropriate behaviours
- encouraging and supporting students to meet their learning, social, emotional and behavioural targets and make progress

2. Positive Approaches

We expect all staff to continuously and consistently adopt a positive approach to improving behaviour in order to reward effort and application and build self-esteem. This approach ensures that preventative and early intervention is the norm. Development of good communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour. Awareness of the importance of developing an understanding of their own emotional state is essential for all staff along with the ability to self-regulate. In order to promote consistent positive approaches to behaviour management the school seeks to:

- Ensure that staff training on effective behaviour management is a priority and linked to understanding of current research and innovation
- Get to know each student well, develop and maintain strong positive relationships based on trust, respect and dignity.
- Value each student, having high but realistic expectations of them
- Develop an effective and detailed understanding of their Special educational need and its potential to impact behaviour. Find out why a student behaves as he or she does by e.g. looking at the context and triggers in which the behaviour occurs.
- Understand the factors that influence a student's behaviour
- Discuss and share behaviour management issues with parent(s)/ carer(s), work with them in reducing occurrences of inappropriate behaviour
- Provide a consistent teaching approach, set clear boundaries and manage change within a secure, stable and predictable environment
- Teach using motivating curriculum activities appropriate to the students' age and ability
- Ensure that lessons always start on time
- Provide students with learning opportunities where they can make choices and respect choices made
- Teach by example, providing positive role models for students
- Consistently support students in learning to develop positive self-images
- Support students in learning to develop strategies to manage their feelings and emotions in as far as they are able
- Support students in learning to take responsibility for their actions in as far as they are able

- Support students in developing a sense of social responsibility in as far as they are able
- Communicate clearly and appropriately in a mode that is understood by the student
- Give each student the time they need to process information
- Give time to listen to students
- Teach students appropriate ways to communicate their needs and feelings in as far as they are able
- Provide positive feedback – rewards and praise as appropriate
- Notice and give attention when students are behaving appropriately
- Recognise and celebrate appropriate behaviour in class/ school assemblies, share this with parents/ carers
- Identify early warning signs that indicate foreseeable behaviours are developing
- Consistently use non-confrontational approaches in body language, gesture, action, words
- Teach positive alternatives, redirecting to more appropriate activities/ behaviours rather than focusing and giving attention to inappropriate behaviours
- Negotiate and compromise
- Always offer the opportunity to ‘start again’
- Provide space and opportunity for honourable exits and stand-downs
- Think about using humour to diffuse situations, only if considered appropriate
- Avoid the use of sarcasm
- Ensure that staff are able to support each other in a co-operative climate, asking for/ offering assistance and being able to move away when assistance is not required

3.- Governors’ Responsibilities

The governors share the responsibilities of the staff and parents.

In addition they are responsible for:-

- aiming to resolve problems wherever possible thus avoiding the need for exclusion and responding to representations regarding exclusions
- on appeal, ensuring that exclusion decisions are fair to all parties and meet the need of the situation

4.- Parental Responsibilities

Parents should support their child and the school by:-

- encouraging them to respect the school rules
- encouraging good behaviour and supporting the school to ensure that they follow the same sets of rules at home as at school

- encouraging them to do their best at all times
- ensuring that they attend school on time every day
- encouraging them to take responsibility and expect consequences for their choices
- giving respect and listening to them, but expecting respect back
- encouraging tolerance, understanding and kindness to all people
- monitoring their children's behaviour and set a good example
- communicating with and supporting school staff

5. Rules

The Cleeve Meadow rules are:

- Treat each other kindly and with respect
- Listen to what others are saying
- Work hard and do your best
- Put up your hand if you want help or attention
- Stay calm
- Make good choices
- Respect the rights of others to learn in a calm quiet environment

6. Rewards

In order to create a positive motivation for good behaviour it is important to recognise, reward and celebrate student achievement in meeting Cleeve Meadow behaviour expectations.

The philosophy underlying the 'credit - debit' system is based on the understanding of the importance of recognising and rewarding positive student behaviour whilst not allowing poor behaviour to go unchecked. Each student has a credit/debit card which is filled in by staff and recorded on the whole school information management system (Bromcom).

Credits are rewarded for specific incidents of commitment, pride, success and contributing to the school as a whole. We celebrate credits every week in assembly with certificates for students.

Students earn credits in the following way. 10 smiley faces/10 tokens = 1 credit

There is a credit rewards menu:

10 credits – set of pens

15 credits – fiddle toy

20 credits – film, and a slice of pizza with 2 friends of your choice

30 credits - £10 Amazon voucher

40 credits – Whole class plays games for the afternoon

50 credits – become the Head of School for the day and decide the activities and design for the day

Conversely, students can earn debits. We retain the professional right to decide which action is appropriate and when.

7. Inappropriate Behaviour

‘Part of the adults’ role is to maintain consistent boundaries and be aware of the children’s feelings and emotions. The adults need to feel what the child is feeling and hold it for them whilst reflecting it back to the child. For this to happen, there needs to be effective sanctions in place that ‘give strength to the sides of the container’. Sanctions are effective when they are consistently applied, but not punitive - they have to be perceived by the students as an irritating consequence’.

(Craig 2005 Selfish altruism SEBDA News, 7: 26-7 in ‘Running a Nurture Group’ Simon Bishop 2008 SAGE Publ.)

Whilst we celebrate good behaviour, there may be occasions when children make the wrong decisions and choose to misbehave. Partnership between school and home is very important. Parents and carers are informed whenever there is concern over their child’s behaviour, and they may be asked to come to school to discuss strategies to resolve a child’s inappropriate behaviour or collect them.

8. Sanctions

Individual sanctions - the withdrawal of privileges, should only be used in conjunction with an opportunity for the student to discuss and understand the link between the sanction and inappropriate behaviour(s) displayed and where the sanction is consistently effective in reducing the inappropriate behaviour.

The debits aim to minimise the barriers to learning and maximise learning time and potential

Management of inappropriate behaviours displayed may be dealt with by short periods of withdrawal from the group if this is considered appropriate and effective. Such withdrawal must always be managed in a positive calm way and the student withdrawn must always be observed and not left alone. Where appropriate and/or necessary develop a ‘quiet/calm area’ where students can go to have space if needed and or to calm down.

Where it is considered necessary to use a sanction, staff implementing are to always remain calm and give very clear information to the student concerned as to the expectation(s) being made of them, using appropriate non-threatening language that is sensitive to the particular needs of individual students.

Where sanctions are used, this is to be recorded on Bromcom, the behaviour management system.

Sanctions may include:

- A debit registered on student record
- Withdrawal of free time at break or lunch
- Withdrawal from whole class activities
- A debt repaid to the school e.g disrupting learning results in the need to complete extra learning
- Student being placed on report
- Student being placed on an Engagement support plan (ESP)

Where it is considered necessary to use sanctions, they are to be:

- legal, enforceable, fair and realistic
- used in a planned way in situations where students have prior knowledge and understanding of the consequences of their behaviour
- applied equitably and consistently
- appropriate to the individual student, the behaviour displayed and circumstances
- as far as possible, contemporaneous i.e. applied as soon as possible after an inappropriate behaviour(s) has been displayed. Where it is absolutely necessary for a sanction to be delayed e.g. missing a lunch time club after a period of days, the student is to be informed of this at the time the sanction is set. When the sanction is being put into effect, the student is always to be reminded of why it is happening.

Sanctions allowed by the Governing Body are:-

- not being rewarded if expected outcomes have not been met
- missing own leisure time e.g. choice/break times
- reparation (making up/good) for work not completed or destruction
- removal from the group/class or particular lesson;
- verbal expression of dissatisfaction at behaviour(s) displayed
- restricting choice where a student genuinely understands this restriction as a sanction
- adult withholding participation in social group for short periods
- increased supervision
- Discussion with the parent/carer can result in agreements about sanctions the parent can impose if the school sanctions need reinforcing or are not fully effective.

This list is not exhaustive.

9- Confiscation of items

When supporting students, staff may have cause to look in their bags or pockets, for instance to retrieve their contact books or other item needed for the school day. Should they come across any prohibited items they will be removed immediately for safety reasons and member of SLT will be informed. Prohibited items may include the following;

- Knives or weapons
- Alcohol or drugs
- Stolen items
- Tobacco and cigarettes, fireworks, pornography
- Any item banned from the school

Weapons, drugs and pornography will always be handed to the Police. Should staff have reason to suspect a student may have a prohibited item they should inform a member of SLT who will search the student or their possessions, even without their consent. This search may include the use of a wand if necessary.

Engagement Support Plans

We recognise that some students may present with behaviours of concern due to their additional complex needs. We are committed to supporting these students through the development of engagement support plans in collaboration with teachers, parents/carers and students themselves.

These plans include

- A description of the student's background, behaviour concerns and activities that student enjoys, triggers for behaviour, who/what is at risk?
- A description of what the student does and what the staff will do
- Activities and strategies to increase student's wellbeing and quality of life. As far as possible students will be included in forming these.
- A description of early warning signs and the de-escalation strategies that should be used.
- A description of behaviours after the incident and what strategies should be in place to support students during this time.
- These plans are renewed twice yearly or more frequently as necessary.

(See appendix 1)

10. Serious Incidences

More serious incidents and record keeping

If students are consistently making poor choices and behaviour management strategies and Engagement Support Plans do not seem to be having the desired effect. We may need to take a range of steps such as:

Seeking further advice from professionals

Undertaking an emergency Annual Review

Considering a temporary or permanent exclusion

11. Physical intervention

Cleeve Meadow acknowledges that physical intervention is required at times to keep both students and staff safe and so has adopted Team Teach as its behaviour programme.

The term 'physical restraint' is used when force is used to overcome active resistance. At All times this should be **reasonable, proportionate** and **necessary**.

Please refer to the physical intervention policy.

12. Bullying

Cleeve Meadow School have adopted the following definition:-

Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated and be difficult to defend against. Bullying may be racist, sexist or homophobic. People can be bullied for any reason; because of the way they look, because of their religion, their age, because of learning or physical disability, where they live, their family, their social class or how well they are doing at school for example.

The main difference between relational conflict and bullying is that while bullying will be repeated, relational conflict can occur as a one-off incident perpetrated by strangers or known persons. However, whether incidents are labelled 'Relational Conflict' or 'bullying', the impact can be just as devastating and therefore all reports of such behaviour should be treated seriously. Prejudice motivated bullying and relational conflict refers to all incidents that breach equalities legislation. That is, incidents that can be classified as racist, sexist, homophobic or discriminatory on the grounds of age, disability or religion/belief
Reports of bullying or relational conflict must always be taken seriously, investigated and records must be kept of the investigation. Staff must always act and be seen to protect the victims, and report incidents in writing.

Issues concerning bullying should be included in PSHE schemes of work and should also be considered in the School Council.

Due to their vulnerability as students, staff at Cleeve Meadow need to be aware of the potential for bullying from peers at Cleeve Park. Although there is huge potential for peer support, mentoring, modelling and group learning within the co-located provision, any cross school working needs to be carefully monitored. Students from Cleeve Park School who are working alongside or with the students from Cleeve Meadow need to be reminded of their responsibilities with regard to the care and nurture of Cleeve Meadow students. Although Cleeve Meadow students need to be provided with rich and plentiful opportunities to access activities, services and equipment on the main site, this should only be arranged with agreement from the Cleeve Meadow student in order to ensure that they are comfortable with plans made. (See Anti Bullying Policy)

13. Teacher Power

All paid staff with responsibility for students has statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students for misbehaviour outside school. (Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

Teachers have a specific legal power to impose detention outside school hours. Teachers can confiscate students' property. We understand that consideration will need to be given to student travel access and safety.

These powers also apply:

- at any time a student is wearing the school uniform or in some other way identifiable as a student at the school
 - or at any time, whether or not the conditions above apply, that
 - could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school
- The school will respond to all non-criminal inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, in consultation with parents.

Pastoral support is provided for any teacher who has been accused of wrong-doing whilst investigative measures are undertaken

14. Exclusions

The use of fixed term exclusions is extremely rare, for students with an EHCP we follow the 'emergency review' procedure when a student placement at the school is in jeopardy. We only resort to permanent exclusions when it is clear that we cannot meet the student's needs and he/she has become a danger to him/herself and to others in the school. Please see the Cleeve Meadow School Exclusions Guidance. (See Appendix 2)

15. Recording and Reporting

- All incidents and accidents should be recorded and reported using Bromcom the schools MIS system
- Any incident should be recorded and reported on the same day it happened.
- Parents should be kept informed of any incident their child has been involved in either by a phone call or message in the contact book
- Whilst school staff record and report all student incidents to SLT, no matter their level or nature, there is no requirement to report every instance of frequent and low level minor incident to parents/carers. The school acknowledges that some parents/carers may prefer to be informed of all incidents, especially if closely linked to the individual's level of need so an opt out clause is inserted into their positive behaviour support plan-risk assessment document allowing parents and carers to state their preference for low-level incident reporting as well.
- All incidents involving the use of physical restraint must be reported to parents/carers.

Incident Monitoring and Tracking

All incident forms will be received by management via online alert, management will communicate with staff teams as necessary regarding the incidents and future actions.

Recording incidents on Bromcom allows us to use data drawn from information submitted about behaviours to establish patterns that can help inform our understanding of the behaviours, when and where they are most likely to occur and other information that might be useful. This will allow us to ensure that the support we provide is meaningful and effective, based as far as possible on evidence about why behaviour occurs.

Some students may present behaviours that in themselves cannot be deemed as incidents but do cause concern for their wellbeing. We can track these using Bromcom to establish the same patterns outlined above so that we can adapt our support accordingly.

Monitoring & Evaluation

This policy will be reviewed by all staff and the Governing Body every two years. The policy will be updated accordingly in the light of practice and local/ national initiatives.

Where a staff member continually fails to comply with the policy, the Head of School and SLT will review the situation and decide on the most appropriate course of action to take.

To be read in conjunction with the following policy documents: Safeguarding Policy, anti-bullying policy, PHSE policy, Life Skills Curriculum, Exclusions Policy.

Appendix 1:



Engagement Support Plan for

Background:

Activities that student enjoys:

Behaviours of concern:

The triggers for behaviour include:

Who/What is at risk?

- The child –
- Other children –
- Adults –
- Other –

Actions required to reduce the risk /Team- Teach support and approaches

WHAT STUDENT DOES	WHAT STAFF WILL DO

**... is at level ... of the Cleeve Meadow School Graded Engagement Support Plan.
behaviour programme is reviewed in October and May if not before. We record each instance of challenging behaviour to establish if there are any set patterns or triggers.**

Signed.....(Class Teacher) Date:.....

Signed.....(Head Teacher) Date:.....

Signed.....(Parent) Date:.....

The aim of this engagement support programme is to reinforce acceptable behaviour, raise Self-esteem and confidence, and help xx manage xxx behaviour over time. This replaces any previous Engagement Support Plan.

Appendix 2:

Fixed Term & Permanent Exclusion Guidance

1. Use of Exclusion

Under the law, the Executive Head-Teacher and the Head of School, Governing Body, LA and independent review panel must have regard to the relevant guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion
- The period of exclusion
- Whether to direct the Executive Head-teacher and the Head of School to reinstate an excluded student

The Governing Body and Executive Head-teacher and the Head of School are responsible for promoting good behaviour and discipline on the part of the school's students and for securing an orderly and safe environment for students & staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

As students at Cleeve Meadow School are all in possession of an educational health care plan (EHCP) the school will always work with the Local Authority SEN department to resolve serious behaviour concerns. If a student's placement at the school is at risk due to serious concerns about behaviour an emergency review will be put in place for the student. This review will involve the local authority, parent/ guardian and student and will explore the suitability of the current placement and potential alternatives. The Head of School will use this mechanism to avoid permanent exclusion wherever possible. Where an exclusion is deemed necessary, the following will apply:

2. Deciding whether to exclude a student

Only the Executive Head-teacher and the Head of School, or in their absence, a senior teacher acting with her authority, can exclude a student from school for breaches of the school behaviour policy and permanently exclude for **serious** breaches of the school behaviour policy A decision to exclude a student will be taken only:

- In response to serious breaches of the school's behaviour policy;
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, for example, drugs, theft or sexual misconduct

This includes:

- Persistent and defiant misbehaviour that significantly disrupts the learning of others, misbehaviour that hinders the health, safety and wellbeing of others, including bullying
- Persistent and defiant rudeness to staff, including swearing directly at staff
- Refusal to comply with school disciplinary procedures
- Abuse of the computer system, the Internet and mobile phone technology, including 'cyber bullying'.

This list is not exhaustive.

The decision to exclude a student is a matter of judgement for the Executive Head-teacher and the Head of School, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour **on or off school premises** which is in breach of the standards of behaviour expected by the school.

3. Exclusion for first or 'one off' disciplinary offences

In most cases, and with the exception of the most serious types of incident, a student will not normally be excluded from the school for a period of 5 days or more unless alternative steps have been taken to help the student avoid further offences and to make the student aware of the consequences of his/her behaviour.

There are certain categories of behaviour that will not be tolerated and will lead to fast track progression to the highest levels of sanction, including fixed term and permanent exclusion at an early stage **or** on the occasion of the first offence. These categories of behaviour are:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Racial abuse or assault
- Substance abuse including possession of, use or supplying an illegal drug on the school premises
- Possession of an offensive weapon
- Intention to cause damage using flammable material e.g. matches, lighters, fireworks
- Allowing intruders onto school premises

This list is not exhaustive.

4. Before reaching a decision to exclude either permanently or for a fixed period, the Executive Head-teacher and the Head of School will:

- Ensure that a full investigation has been conducted &, where possible, signed written statements taken from both the student involved and any witnesses
- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour policy
- Ensure that the student has had the opportunity to give his or her version of events
- Consult others, if necessary, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body Discipline Committee.
- Ensure that parents/carers are advised of the process and timescales

5. Setting Work for Excluded Students

There is a duty on schools to set work for all students on roll who are excluded for a period of up to 5 days.

Where a student is given a fixed term exclusion for 6 days or longer the school has a duty to arrange suitable full time educational provision from and including the sixth school day of exclusion.

Where a student is given a permanent exclusion the school has a duty to provide work for the first 5 days of the exclusion, after which educational provision for the student becomes the responsibility of the local authority. 9

6. Informing Parents/Carers

The school will inform the parent/carer of the period of the exclusion and the reasons for it.

The school is required to inform parents that where a student is given a fixed term or permanent exclusion the parents of the excluded student are responsible for ensuring that during the initial period of up to 5 school days the student is not present in a public place during normal school hours without reasonable justification.

Where a parent/carer refuses to comply with the exclusion, Social Services and/or the police may be contacted if the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

7. Regulations in the event of fixed term exclusion (days are counted as cumulative, per term)

In the case of fixed term exclusions, the Executive Head-teacher and the Head of School may exclude a student for up to 45 days in any school year.

- 5 days or less – parents may make representation to the governing body but GB cannot direct reinstatement
- 6-15 days – parents may request a hearing of the GB Discipline Committee, to take place within 15 school days
- 16 days or more – GB Discipline Committee must consider the exclusion within 15 school days
- Permanent - GB Discipline Committee must consider the exclusion within 15 school days, further parental right of appeal to an independent review panel – panel may overturn the exclusion but the Governing Body is entitled to decline to reinstate if it believes it is not in the best interests of the school or the child.
- For an exclusion of 5 days or less the parent is responsible for ensuring the student is supervised at home.
- For an exclusion of more than 5 days (but not permanent) the school must provide the excluded student with an alternative, supervised place of study.

Appendix 3:

Guidance on vulnerable children as defined by the Government in their briefing paper relating to Coronavirus issued 09.03.21.

In extreme cases of poor behaviour the school may consider excluding a pupil. Before the school does this they will consider the implications of the Equality Act 2010. Specifically the school will consider whether there is the possibility of any discrimination against a pupil due to their sex, race, disability, religion or belief, sexual orientation, pregnancy or gender reassignment. All of our students have additional needs and disabilities, therefore, the school will consider whether they have made reasonable adjustments to policies and practices. These considerations will be recorded prior to any exclusion.

The school will, as far as possible, avoid permanently excluding any pupils, as “they all have EHCPs and are classed as vulnerable * and will proactively engage with other relevant agencies to consider additional support, including an alternative placement before making the decision to exclude.