Meadow Park

Patience, Guidance and Determination

Behaviour Policy

Policy lead:	**Associate Headteacher**
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Contents

1. Introduction

1.1.   Our core values of **Patience, Guidance and Determination** underpin our approach to school life.

1.2.   The principles of restorative practice are embedded into every aspect of school life.

1.3.   Staff and pupils regularly take part in restorative meetings to resolve any conflicts or disagreements.

1.4.   There are regular training sessions for staff on restorative strategies.

1.5.   Parents and carers have a vital role to play in encouraging good behaviour. For the school policy to be effective, pupils, parents/carers and staff must work together to help ensure that all pupils achieve and become successful learners.

1.6.   We offer a wide range of support strategies for pupils who are experiencing difficulties managing their own behaviours.

1.7.   Every pupil has a key worker who is the key point of contact throughout their time with us.

2. Aims

2.1.   To recognise and celebrate good behaviour.

2.2.   To support pupils with strategies to manage their own behaviours.

2.3.   To be consistent in behaviour management, using de-escalation and restorative practices.

2.4.   To involve pupils, parents/carers, staff and governors in the creation and implementation of a consistent approach to behaviour management.

3. Roles and responsibilities

3.1.   Governors and Headteacher in quality assuring all aspects of the school's behaviour policy and its consistent application in daily routines.

3.2.   Senior and Middle Leadership Team are visible around school and modelling **Patience, Guidance and Determination** to staff and pupils on a daily basis; ensuring restorative practice is consistently used.

3.3.   Academic Middle Leaders in ensuring that classroom behaviour management is robust, and classwork is accessible, challenging and differentiated.

3.4.   Pastoral Middle Leaders in ensuring that each pupil gets the personalised attention they need, monitoring the effectiveness of the Pupil Profile.

3.5.   Form Tutors/Teaching Assistants in ensuring they act as key workers for their pupils, monitoring the effectiveness of the Pupil Profile, holding pupils to account for their behaviour and attendance, recognising achievements and practicing restorative conversations.

3.6.   Mentors and Therapists in supporting pupils who are identified by senior leaders as priority cases for additional interventions.

3.7. All staff in ensuring that the policy is consistently and fairly applied to all, and that good standards of behaviour, attendance and punctuality are modelled and actively promoted at all times. Good behaviour is logged on SIMS and verbally praised. Inappropriate behaviour is challenged, logged on SIMS and appropriate sanctions implemented.

3.8. All pupils in demonstrating good behaviour which reflects our values of **Patience, Guidance and Determination.**

3.9. Parents/carers in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the School to maintain good standards of behaviour and attendance.

3.10. Every pupil must attend an induction meeting on entry to the school. This induction includes this Behaviour Policy document. Parents/carers will be provided with all relevant school information.

3.11. Pupils and parents/carers complete a tour of the school and are invited to raise any questions or concerns. Parents/carers will be given the contact details of the Transition/Commissions Lead and the Key Worker who is allocated to their child and the main school contact details.

3.12. On entry all secondary pupils attend a short period of time based in the Assessment Base with the SENCo, before joining their class.

3.13. Following the admission of a new pupil, the SENCo works directly with the primary sector staff.

4. Code of Conduct

4.1. Pupil expectations:

- Arrive on time every day
- Wear full school uniform
- Greet people in a positive, polite way
- Hand in coats, bags, mobile phones and other prohibited items
- Be ready for screening and co-operate with staff
- Engage in positive, appropriate conversation
- Arrive on time and attend every Lesson
- Be respectful and patient
- Listen to guidance and ask for support
- Follow instructions
- Work to the best of their ability
- Interact positively with their peers

4.2. Staff expectations:

- Greet people in a positive, polite way
- Attend daily briefing
- Ensure all lessons and meetings are planned and prepared for

- Ensure the working environment is ready to receive pupils, parents, or visitors
- Complete all duties on time
- Be ready to greet pupils at classroom door
- Have class seating plans for every lesson
- Be prepared and start lessons on time. There should be an established routine, with a learning activity for the pupils to complete for the first 5 minutes of the lesson
- Set out expectations and outcomes of lesson, differentiating work for all levels of ability
- Use the Descriptions of Need to plan quality lessons, identifying appropriate interventions
- Follow and apply the marking policy, ensuring pupils are aware of their own progress
- Use the Recognition and Reflection system as outlined in this policy
- Always use restorative approaches
- Dismiss the class in an orderly manner

5. Managing Behaviour through Recognition

Pupils will receive recognition points each time they demonstrate our values. These will be logged on SIMS and monitored daily by Form Tutors, Key Workers, and Middle Leaders:

- **Patience** - 'to wait, or to continue doing something despite difficulties, or to carry on without complaining or becoming annoyed'
- **Guidance** - 'to receive or give help and advice about how to do something or about how to deal with problems connected with your work, education, or personal relationships'
- **Determination** - 'to continue trying to do something, although it is very difficult'

6. Daily recognitions

6.1.   Recognition points will be awarded to pupils for demonstrating our three values throughout the day:

- Each Form Tutor/key worker will aim to award at least 1 pupil with 1 recognition point during Tutor time/Personal Development
- Each Class Teacher will aim to award at least 3 pupils with 1 recognition point within each lesson
- Each Middle Leader will aim to award at least 5 pupils during break/lunch with 1 recognition point

7. Weekly recognitions

7.1.   At least one positive phone call home per child by the Form Tutor/Key Worker.

7.2.   At least one postcard/compliment note sent home by each member of staff acknowledging where a pupil has demonstrated our values.

7.3. Stars of the week receive a certificate from their Form Tutor and praise given by all staff.

8. Half-termly recognitions

8.1. A celebration assembly recognises all pupils who have demonstrated our core values of **Patience, Guidance and Determination.**

9. Managing behaviour through Reflection

9.1. Pupils will be issued with a reflection point by staff each time they do not demonstrate our values. These will be logged on SIMS and monitored daily by key workers and middle leaders.

9.2. If a reflection point is issued by a member of staff they must identify and issue a recognition point demonstrated by the pupil during the same day.

9.3. If behaviour escalates, despite de-escalation strategies being used within the classroom then the Teaching Assistant attached to the class may use an intervention room or a designated outside area for up to ten minutes to de-escalate the situation with the pupil.

9.4. If the strategies used by the teacher and Teaching Assistant does not de-escalate then the code system must be used by staff.

9.5. Any reflection points issued by staff must be followed up with a repair and reflect meeting on the same day and as soon after the incident as possible. A daily dedicated reflection time during 'Golden Finish' will enable high quality restorative conversations to take place.

10. Referral to the Reflection Centre

10.1. If a resolution cannot be found regarding disruptive behaviours, then a Senior Leader will consider a referral to the Reflection Centre. Consideration will be given to Recognition and Reflection data logged on SIMS, alongside additional information logged on CPOMS

10.2. Parents/carers will be notified

11. The Reflection Centre Team

11.1. The overall effectiveness of the Primary and Secondary Reflection Centres are overseen by the senior leadership team.

11.2. Pastoral Middle Leaders will ensure both Centres support a positive and calm environment.

11.3. A dedicated Reflection Team will be based within each sector.

11.4. The Primary Reflection Centre will be led and managed by the Learning Mentor.

11.5. The Secondary Reflection Centre will be led and managed by the Lead Teaching Assistant.

11.6. Both Reflection centre leads will work closely together and with their allocated teams to analyse patterns of behaviour and measure impact of interventions.

11.7. The Designated Safeguarding Lead, SENCo and academic Middle Leaders will support the reflection team.

11.8. Pupils receive supervised lunches.

11.9. Intense bespoke mentoring and reflection programmes and the use of the Pupil Profiles will enable pupils to identify and work on strategies to manage their behaviour.

12. Inside the Reflection Centres

12.1. Both Reflection Centres consist of tuition and Reflection programmes, within a dedicated base.

12.2. On arrival, via SLT approval, the following actions must take place:

- The pupil registers into the Reflection Centre
- The pupil reads and uses a de-escalation tool for 10 minutes
- The pupil completes a reflection exercise
- The Senior Leader can only authorise a Tuition referral or a Reflection referral
- Parents/carers will be contacted by the Reflection Team Leader to inform them that their child has been placed in the Reflection Centre and the reasons why
- Tuition is for a set period of time, decided by senior leadership and no longer than two hours. If behaviour escalates then a Reflection referral will be instigated
- The pupil will remain in the Reflection Centre for the remainder of the day and up until the time they were sent out of lessons for the following day(e.g., sent out Lesson 2, remain in Reflection until the end of Lesson 1 the following day)
- During the Restorative referral, a designated member of staff will also conduct a series of restorative strategies and review the Pupil Profile. Any necessary amendments to be made by the Teaching Assistant connected to the key worker
- The pupil will remain in the Reflection Centre throughout Golden Finish time
- A restorative conversation will take place before the pupil is reintegrated into their classes to prevent the pupil from receiving a repeat referral

13. Social times in the Reflection Centre

13.1. Pupils will stay within the Reflection Centre for lunch. These will be scheduled at different times from the rest of the school.

13.2. Pupils will access the toilets located within the Reflection Centre, supervised at all times.

13.3. Pupils will be supervised at all times throughout the day.

14. Restorative Conversations

14.1. Effective restorative conversations are key to self-managing behaviour and improving relationships. They:

- help us to reflect on our behaviour
- are an opportunity to discuss any underlying issues, worries and concerns
- should enable us to reflect on other people's feelings and wishes

15. Lateness to School

15.1. If a pupil is late to school, they may not participate in Golden Finish. They will attend the Reflection Centre during this time. This will be recorded on SIMS by the Form Tutor. A pupil will be issued with 1 reflection point by the Form Tutor and this will be monitored by the Attendance Officer.

15.2. The Attendance Officer will generate and share whole school data analysis on a weekly basis.

15.3. The Middle Leader will designate staff for the Lates reflection sessions. If a pupil chooses not to engage, they will return to the Reflection Centre during Golden finish until 3.00 pm or until they comply with restorative conversations.

16. Positive Handling

16.1. Our priority is to ensure the safety of all members of the school community and the calm, orderly running of the school; this means there may be occasions when staff have to physically intervene in a situation. At all times, the government policy as outlined in the document called **Use of reasonable force in schools (November 2013)** is followed. Positive Handling takes place in line with Team Teach practices which have been authorised by the Local Authority.

16.2. On occasions it may be necessary to employ positive handling strategies. When:

- A student is in danger of harming themselves or others
- Property is being damaged or about to be damaged
- Good order is prejudiced

16.3. Positive handling is used when all other strategies have been exhausted. Only staff trained using Team Teach technique may employ positive handling strategies.

16.4. All staff have a duty of care to intervene if a child is at risk of harming themselves or of harming others.

16.5. After a positive handling incident, a restorative meeting will take place as soon after the incident as possible. During this meeting an explanation is given as to why the intervention took place. After a positive holding incident, the desired outcome would be that relationships are not damaged but through the restorative meeting, may even be enhanced.

16.6. All positive handling incidents are recorded on an online incident sheet. Parents/carers are informed by telephone by a member of staff. In the event that the member of staff cannot make the call they must inform the DSL immediately. The incident sheet is then looked at by a member of the Safeguarding Team and

logged. Data around positive handling is monitored regularly; the Leadership analyse this data to identify patterns of behaviour.

16.7. Any pupil who is positively held regularly will be given a Positive Handling Plan. This will set out their preferred method of physical intervention and any other de-escalation strategies that could be used. This information is discussed with parents/carers. The information will then be held in a Positive Handling Plan, with parental/carers signed agreement, which is kept in the pupil's file.

17. Fixed term exclusion

17.1. Only the Headteacher can serve a Fixed Term Exclusion. In their absence, the designated senior leader may execute this responsibility but only in exceptional circumstances and after a full investigation.

17.2. All decisions relating to exclusions will take into account the individual needs and circumstances of the pupil(s).

17.3. Once a decision to exclude has been reached, the school will provide parents/carers with the following information in writing:

- the reason for the exclusion
- the period of the fixed period exclusion

17.4. On return following an FTE a senior member of staff will complete a return to school interview

18. Recording Recognition and Reflection points

18.1. All Recognition points must be recorded on SIMS. The member of staff who awards the Recognition point, is responsible for recording it on SIMS. The reason should be shown, selecting the appropriate heading from the list in the school values: **Patience, Guidance and Determination**.

19. Recognition points

- *Each Form Tutor/key worker* will aim to award at least *1 pupil* with *1 recognition point* during Tutor time/Personal Development

- *Each Class Teacher* will aim to award at least *3 pupils* within *each lesson* with *1 recognition point*

- *Each Middle Leader* will aim to award at least *5 pupils* with *1 recognition point* during *each lunchtime*

Values	Awarded for
Patience	✓ Being respectful of other people's opinions and feelings ✓ Using respectful communication ✓ Being helpful and kind to others ✓ Working well with other pupils ✓ Engagement in class work and activities ✓ Engaging fully in restorative conversations
Guidance	✓ Respecting boundaries and rules

	✓ Supporting peers and showing acts of kindness ✓ Listening to and acting on advice given ✓ Respecting the school staff and the environment ✓ Acting on feedback during lessons
Determination	✓ Using strategies to self-manage behaviour ✓ Applying effort in learning ✓ Improvement in attendance ✓ Engaging in additional intervention sessions ✓ Using restorative conversations to improve relationships

20. Reflection points

- *Each Form Tutor/key worker* will issue *1* reflection point during Tutor time/Personal Development if a pupil does not follow our values and expectations
- *Each Class Teacher* will issue *1* reflection point during lesson time if a pupil does not follow our values and expectations
- *Any member of staff* will issue *1* reflection point if they observe a pupil not following our values and expectations

Values	Awarded for
Patience	➢ Not listening to how other people feel ➢ Verbally challenging behaviour ➢ Refusing to engage in class work or activities ➢ Refusing to engage in restorative conversations
Guidance	➢ Ignoring boundaries and rules ➢ Being unkind and unhelpful ➢ Choosing not to follow advice given ➢ Hurting staff, other pupils or damaging the environment
Determination	➢ Not using strategies to self-manage behaviour ➢ Refusing to engage in learning ➢ Refusing to engage in tuition or reflection ➢ Not using restorative conversations to improve relationships

Staff are responsible for awarding a recognition point for every reflection point issued.
It is important for pupils and staff to recognise when our values are being demonstrated.

Recognition and Reflection Overview

We expect everybody to:	Recognition point awarded for:
Model our values everyday: **Patience** **Guidance** **Determination**	✓ Form Tutors/key workers award at least **1** pupil with **1** recognition point each day ✓ Each Class Teacher will award at least **3** pupils with **1** point within each lesson. ✓ Bonus points awarded at lunchtime by middle leaders.

Intervention room

A maximum of ten minutes supervision with a member of staff to enable self-regulation. Staff to use visual timers.

Evidence of self-regulation:

No evidence of self-regulation:

Return to class

A return to class on the understanding that values and expectations are followed.

A restorative conversation completed the same day.

Communication with home.

Reflection point on Sims

Tuition room

A maximum of two hours supervision.

Restorative strategies implemented.

Evidence of self-regulation:

No evidence of self-regulation:

Return to class

A return to class and a restorative completed during Golden Finish.

Communication with home.

Reflection point on Sims

Reflection centre

SLT referral into the Reflection Centre.

Quiet reading time

Restorative workshop

reflection exercise

Personalised work completed

Communication

Communication with home.

Repair and reflect completed.

Pupil Profile updated.