Behaviour policy and statement of behaviour principles

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Responsibility	Majella Delaney Debbie Hanson
Committee	FGB
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Signed	

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Provide a consistent approach to postivie behaviour that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and child on child abuse.
- Outline the expectations of behaviour and how to support with behaviour that challenges.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Provide consistency of expectations and handling across the school teams
- Build confidence when dealing with difficult behaviours
- Provide a safe and secure environment for adults and pupils
- Be an integral part of and provide a positive, non-threatening environment

2. Legislation and Statutory Requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Behaviour Management and Definitions

This document builds upon what is considered to be the best and most effective practice and provides a formal structure within which this practice may be implemented consistently and fairly. It is designed to ensure consistency of application in encouraging respect and tolerance for others, rewarding positive attitudes, good behaviours and creating a positive and safe environment for everyone.

The pupils at Meath School present with severe and complex speech and language disorders (including high functioning ASD learners) which affect, to varying extents, their ability to understand and use language effectively for all communication.

It is therefore essential that staff appreciate the difficulties a pupil may have in understanding what is expected of them, and in coping with the frustrations of their communicative challenges. We must also recognise the communicative importance of all behaviours whether they conform or not. For some pupils, a lack of understanding of verbal or unwritten rules mean they require a highly structured approach to achieve good standards of behaviour.

We recognise that some children may:

- Need their own established routines for security and to be able to cope with the demands of the school environment.
- Need visual representations/explanations/to understand how to undertake even basic social action.
- Have strong feelings that they need to express.
- Be hypersensitive to sounds, light, touch, taste, smell, the weather or the proximity of others.
- Have a logical reason for apparently illogical behaviours.
- Be fearful of things or places that are associated in their minds with unpleasant experiences.
- Be fearful of pressure to comply.
- Appear rude without intending to be so.
- Find it difficult to accept overt praise.
- Have a restricted understanding of their own and others' emotions and impact consequent.

Misbehaviour

Misbehaviour can be due to any of the issues discussed above. Due to the difficulties and needs of the pupils at Meath misbehaviour will be looked at on an individual basis.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying and Child on Child Abuse (Appendix 5)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Child on Child Abuse (As outlined in KCSiE 23)

Child on Child Abuse is most likely to include, but may not be limited to:

- bullying or child on child abuse (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

At Meath, we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying and child on child abuse of any kind is unacceptable and not tolerated at our school. If bullying or child on child abuse does occur, all pupils should be able to tell an adult of their choice and know incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying or child on child abuse is happening is expected to tell the staff. Bullying or child on child abuse will be taken very seriously and **it is recognised that meeting the needs of both the pupil/s affected by the behaviour and the perpetrator are of equal importance when dealing with any incident.**

We expect pupils to act safely and feel safe in school. They should understand the issues relating to bullying or child on child abuse and feel confident to seek support from school if they feel unsafe.

We would also want parents/carers to feel confident that their child/children are safe and cared for in school. They should feel that incidents, when they do arise, are dealt with promptly and according to this policy.

Bullying or child on child abuse is not confined to the school premises. It may also occur outside school, in the local community - on the journey to and from school.

The increasing use of digital technology and the internet also has new and particularly intrusive ways for bullies to reach their victims (see **On-Line Safety Policy**).

Bullying can take place between:

- Young people
- Young people and staff
- Staff
- Individual or groups

All forms of bullying and child on child abuse should be taken equally seriously and dealt with appropriately.

It may not always be possible to convey to our SEN pupils exactly what bullying or child on child abuse means in the way that other children and adults understand it. Clear rules about what is and is not permitted in the playground, classroom and care setting may be a more appropriate method of dealing with unacceptable behaviour. It is not helpful to label a child a 'bully' if he/she is unable to appreciate what this involves.

With older/more able pupils it may be possible and necessary to work towards an understanding of what bullying or child on child abuse is. Meath pupils can misinterpret some interactions as bullying, but investigation often reveals confusion around the word "bully" and the concept that underpins it. However Meath is committed to investigating any allegations of Bullying or Child on child Abuse to determine the course of action to deal with any allegations.

The aim of our information on preventing-bullying or child on child abuse in this policy is:

- To assist in creating an ethos in which attending Meath School is a positive experience for all
- To make it clear that all forms of bullying or child on child abuse are unacceptable
- To make everyone feel safe and pupils feel encouraged to report incidents of bullying
- To support and protect victims of bullying or child on child abuse and ensure they have someone to talk to and are listened to
- To help/support pupils who display bullying or child on child abusive behaviour to understand why/ how this behaviour impacts others and support change

The objectives of our information on preventing bullying or child on child abuse in this policy are:

- To maintain and develop effective listening systems for pupils, staff and parents/carers
- To involve all staff in dealing with any incidents of bullying or child on child abuse effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying and or child on child abuse
- Ensure all incidents of bullying or child on child abuse are recorded on CPOMS, and appropriate use is made of the information

What we do to prevent bullying and child on child abuse:

- Convey a clear understanding of acceptable and unacceptable behaviours
- Have a school wide expectation of acceptable behaviours
- Provide positive role models
- Be supportive of each other
- Regular behaviour discussions in daily staff meetings
- All pupils have a 'help card' with their chosen adults that they can talk to identified
- Pupils have an Anti-Bullying Policy

Staff will:

- Provide a high level of supervision and observe, record and report any incidents of bullying or child on child abuse and follow the Bullying or Child on child Abuse Procedure (see appendix 5) if required
- Provide pupils with clear, consistent rules and behaviour expectations
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying or child on child abuse through activities, stories, discussion, PSHE, School Council, children's forum, etc.
- Provide a key member of staff who is responsible for monitoring the policy

Recording:

- All incidents of bullying or child on child abuse (inside and outside the school setting) will be properly recorded on CPOMS by the school staff, and the record is updated as necessary throughout an investigation.
- Parents of all pupils involved will be informed of what has happened and how the incident has been dealt with

Dealing with an incident:

- Use Restorative Approaches techniques with all involved
- Discuss which rule(s) have been broken
- Explanation of why the inappropriate behaviour is unacceptable
- Implement disciplinary sanctions that reflect the seriousness of the incident so that others can see that bullying or child on child abuse is unacceptable
- Safeguarding procedures will be followed when child protection concerns arise
- Use specific anti-bullying or child on child abuse organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying or child on child abuse should school staff not have the relevant expertise

Reparation (repairing relationships, or 'making good')

When things go wrong, a clear distinction is made between the child and their behaviour, so as to maintain a positive self-image for all. We believe that children and young people should always be given the opportunity to repair, and that they want to do this. Even children with complex needs can be supported to repair; we can't make assumptions about what children feel. Unresolved difficulties can make children and young people very anxious and this can cause poor behaviour to escalate or become habitual.

We use restorative approaches, which offer a powerful approach to promoting harmonious relationships in our school and can lead to the successful resolution of any conflict. Restorative approaches focus on making, maintaining and repairing relationships while fostering a sense of social responsibility and shared accountability. This approach helps to develop relationship skills, emotional literacy, health and wellbeing, participatory and collaborative teaching and peer support. The approaches involve including the wrongdoer in finding a solution to the problem, and recognises that all sides need:

- A chance to tell their side of the story – their experience
- An opportunity to express their thoughts and feelings
- A better understanding of how the situation happened
- An understanding of how it can be avoided another time
- A feeling that they are understood by the others involved
- An acknowledgement of the harm caused
- A way to move on with restored relationships

Strategies for preventing bullying:

- Friends Awards termly
- Star of the Week positive reward system
- Residential reward charts
- Displays of posters/leaflets
- "Knowing Me Knowing You" and "Personal, Social, Learning Behaviours" targets and programmed teaching.
- Cross-curriculum lessons
- Weekly Friends Group in each class
- Student Council/Forums
- Playground buddying
- Staff support for parents/carers, including The Safeguarding and Pastoral Lead
- Use of the body map to ensure all children are aware of acceptable / unacceptable areas of the body to touch
- Recommendations from the Standard 3 Inspector

5. Roles and responsibilities

5.1 The governing board

The curriculum and safeguarding committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the principal
- Monitoring the policy's effectiveness
- Holding the principle to account for its implementation

5.2 The Principal

The principal is responsible for:

- Reviewing this policy in conjunction with the curriculum and safeguarding committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations
- Staff work in partnership with parents/carers and the pupil, with the aim that standards of behaviour will be explained and maintained consistently throughout the school and home environments. Telephone calls, the home school diary, informal meetings with parents/carers and visits from the Safeguarding and Pastoral Lead are all used to maintain communication and cohesive behaviour management between staff and parents/carers
- Parents must be informed **daily** via the Home/School book or telephone call where physical intervention is used
- The Safeguarding and Pastoral Lead is available to support all families/carers and staff with behaviour management issues and to put plans in place in the home where needed

The senior leadership group (SLG) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils Code of Conduct:

- We expect that all in the school should have respect for themselves and others. This respect should show itself in the care of individuals, their property, their learning environment, and their and others' right to learn, socialise and be happy.

- We expect that no-one in the school should deliberately hurt themselves or others, or deliberately spoil or destroy their own or others' property.

- We expect all in the school to be aware of, and take responsibility for, the safety of themselves and others.

- It is recognised that achievement of these standards of behaviour will be part of a developmental process for all pupils at Meath.

School Code of Conduct:

- Every pupil should be considered as an individual, and in the context of their school and home environments.

- Every pupil has the need for a secure and safe environment where caring relationships allow time for the development of self-discipline and control.

- All pupils should have learning behaviours which underpin and promote progress.

- Where possible, the pupil should be proactively involved in monitoring and changing unacceptable behaviours. Pupils are encouraged to use discussion and negotiation to develop awareness of their own behaviours and to promote self-discipline.

- Poor behaviour patterns should be turned around to lead to positive learning experiences. We should be working to change the behaviours, not the personality.

- Good behaviours should be based on encouragement and reward within a context where interactions between staff and pupils, staff and staff, pupils and pupils are rooted in mutual respect.

- Good behaviours should be overtly recognised using descriptive praise – if we tell people what we like about what they are doing we are reinforcing the behaviours we want to promote, e.g.
    - I like the way you came the 1st time I asked
    - I noticed how kind you were to A
    - Good helping X to play that game
    - Thank you for not shouting out

- De-escalation techniques and pre-emptive strategies are always used before any other

6.1 Mobile phones

- Pupils do not have mobile phones in school
- Pupils may use their mobile phones in the taxi on the way to and from school and parents are instructed to make sure that they cannot access any inappropriate material
- Accessing inappropriate materials may lead to a safeguarding referral

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Rules, Rewards and Sanctions

- The pupils play an active part in choosing and listing the rules and sanctions in a variety of contexts, whilst taking into account their age and level of understanding. Rules are expressed positively, in as concrete a manner as possible, and are displayed within classroom. The core team (class, care, and playground support) is responsible for establishing and maintaining this 'code of conduct'. The School Council will liaise with pupils in setting and agreeing school rules. The lead professionals are also responsible for acquainting students, volunteers, etc with this code, and determining who will allocate or impose the agreed rewards and sanctions.

- Standards of good behaviour are encouraged by a wide range of positive reinforcements. These are used according to the individual needs of a pupil, group or class.

  The kinds of rewards and reinforcements used are:

  Verbal, i.e. praise
  Stickers
  Success charts
  Non-verbal, i.e. encouraging gestures and facial expressions
  Negotiated rewards, i.e. trophies, preferred activities, choosing time.
  Toys
  Certificates
  Awards
  Community recognition (i.e. at Celebration Assembly)

  Food (e.g. raisins) is only used as a reward/motivator for pupils in Early Years when they first join Meath, as often this is the only motivator they have known or can understand. This is withdrawn and replaced with the above rewards as

soon as possible. Food rewards should never be offered outside of Robin Class pupils

- Sanctions should relate to the actions the pupil has committed or be seen as consequences of certain behaviour. They should be brief, clear and to the point, and implemented as soon as possible dependent upon the age of the child. Sanctions should be discussed with pupils (when the pupil is calm and able to understand why they have been used).

Sanction examples include:

- missing part, or all of an activity or playtime, usually to complete unfinished work
- time out for calming down/thinking time, for example being given space, being withdrawn from a group
- withholding a reward or success indicators (e.g. no green spot on charts).
- referral to a senior member of staff

Prohibited sanctions are as follows:

- corporal punishment
- deprivation of food or drink
- restriction or refusal of parental/carer contact or contact with friends, except where it is an agreed plan for protection
- wearing of distinctive or inappropriate clothing as a punishment
- use or withholding of medication, or medical or dental treatment
- the locking of a young person in a room at any time even when accompanied
- inappropriate physical intervention e.g. pinning down

After school detentions are not used as it is not practical due to taxi arrangements for our pupils. If work is not finished due to a pupils' refusal or behaviour then time will be made to complete it in break times, making sure that they still have time to eat/drink and use the toilet.

Extra Support

We recognise that some of our pupils need extra individual support to manage their behaviour and the staff team working with them, sometimes with outside professional guidance, will put into place individual pastoral support plans.

- For those individuals who are known to have behaviours that could present a danger to themselves and others, a risk assessment form is used as necessary. Staff using the form for the first time will complete it with the help and guidance of one of the Leadership Team
- Consistent responses must be used by each adult in the class team/care group to each child, so that the child can learn to maintain the expected standards of behaviour, including the use of agreed vocabulary, signs or symbols. These responses will be formally agreed as an outcome of a Focus Meeting in a Behaviour /Pastoral Support Plan (Appendix 2), or in a less formal meeting (minuted) between team members concerned about a child's behaviour. It is the responsibility of the team members involved to ensure that information

about agreed responses is available to all who have regular contact with the child, and that progress is monitored. The daily morning staff briefing meetings should be used to share this information across all staff to ensure consistency. Behaviour / Pastoral Support Plans should be in view in the staff room. Care staff should have full information at handovers. All Behaviour/Pastoral Support Plans (and Risk Assessments) must be filed in the appropriate class/office files.

Severely disruptive behaviour which includes damage to persons or property will be taken very seriously and would swiftly lead to a Focus Meeting of the professionals working directly with a child.

Programmes that have been developed to help Meath's Pupils with behaviour management:

- **Red Beast**

  The Red Beast (K.I-Ghani) is a book written about controlling anger in young children with Asperger's Syndrome. Behavioural science shows us that when a child is angry, they simply cannot listen or be reasoned with. Attempts to placate the child often fuels the anger often resulting in injury or destruction. The approach used in the book seeks to depersonalize the anger. It is possible to enable the child to see the anger is like a 'beast' that needs to be tamed. By teaching techniques to children when they are calm and providing somewhere calming to go, with calming activities, the children are able to re-gain some control of their emotions. The impact of the intervention is always positive: to ensure that self-esteem is restored.

- **Comic Strip Conversations –**

  Comic Strip conversations (Carol Gray, 1994) are a simple method of representing a conversation in a visual format. Using Comic Strip conversations various aspects of an interaction can be represented such as what someone is saying, how they might be feeling and what their intentions might be. Using simple stick figures, symbols and colours to represent an interaction, the different elements of an exchange can be presented visually so that more abstract aspects of social communication (such as interpreting the facial expressions of others) are made more 'concrete' and therefore easier to understand. Comic Strip conversations can be used to help a pupil understand a specific interaction and to understand the positive aspects of the interaction and where a communication breakdown may have occurred. It supports the pupil to see the interaction from the perspectives of others involved, and to further understand the emotional state of others involved. Comic Strip conversations can be used in conjunction with The Zones of Regulation as the same colours can be used to represent the emotional states of the people involved.

- **O.T. Resources and Toolbox**

  Once a child has been identified as having self-regulation needs then an individual toolbox is compiled for that child in collaboration with the

OT department. Staff working with that child are advised by the O.T. Department what strategies/input may help. Staff working with that child will then support the child to identify what will work best to self-regulate at the time when it is needed.

Each class LSA is responsible for OT resources being appropriately available in close liaison with the OT team.

- **Zones of Regulation (appendix 6)**

  The Zones of Regulation programme (Leah Kuypers, 2011) is a visual framework to support effective self-regulation. Self-regulation can go by many names such as self-control, self-management and impulse control. The programme is designed to help pupils recognise when they are in the different emotional zones as well as learn how to use strategies to change or stay in the zone they are in. There are four zones; blue, green, yellow and red.

  The blue zone is where a pupil will be if they are feeling in a low mood such as sad or a low arousal state such as tired.

  The green zone is the optimal zone for learning and where pupils will be if they are ready to learn, focused, happy and calm.

  The yellow zone is where the pupils will be if they are not ready to learn because they are over aroused, feeling worried, silly, excited, frustrated, scared or overwhelmed.

  The red zone is where pupils will be if they are feeling angry and out of control.

  Pupils in all classes and care receive specialist input to increase their emotional vocabulary and learn how to read facial expressions body language in others, and the impact of their actions on the feelings of others They are supported to recognise emotions and arousal states in themselves and then taught strategies to help them return or to stay in the green zone. Pupils are taught that it is OK to be in any of the zones and that we all experience the different zones for different reasons. Emphasis is put on the strategies we can use to help ourselves.

  The zones room is in place for the children that are having difficulty self-regulating in the classroom and is designed so that the pupils will use appropriate strategies (e.g. jumping on the trampoline, rolling on the roller, deep breathing) in order to return to the green zone. They can ask, or be asked to have some time in that room

- The walkie talkies will be used to ensure that no adult is unsupported in a difficult situation or remains in need of assistance (Appendix 3 for details of the procedure)

- Disruptive behaviours are identified and tracked ABC charts (Appendix 4) and thereafter a Pastoral / Behaviour Support Plan will be produced as a result of a focus meeting. The Pastoral / Behaviour Support Plans

(Appendix 2) are accompanied by full notes of explanation as to their purpose and use. Any use of the Therapy or Zone Rooms must be included in the Plan with associated details. These plans are not active until signed off by Meath staff lead on behaviour. Plans should be emailed to families and signed that they understand and accept the plan. This should then be shared at the morning staff briefings and with the Care team where appropriate

- A short time in the Therapy or Zone Room can be requested by a child / suggested by an adult, always with adult supervision (outside the room if an adult presence in the room would exacerbate a child's negative feelings). The 'Therapy or Zone Room' offers immediate, short-term provision in order that, uninterrupted the child can calm and become safe. It is a place for children to re-regulate their emotions. Whenever possible, the reasons for requests to go to this room will be made clear to the pupil [and consequently to their parents/carers]. Only one pupil will occupy the room at any one time. If a highly agitated child agrees to go to the Therapy Room, but will not stay long enough to calm or will not agree to go, the staff member will then need to:

a) Use Crisis Prevention and Safety Interventions in order to keep the child and others safe, and/or let the child run in the school grounds, and track them closely (alerting another adult as to the situation)

b) call for extra adults (including the leadership team) to keep the child, other children, staff and property safe

Children are taught to request time (with use of 'time out' cards) in the Therapy or Zone Room so that they can calm themselves before they become unsafe.

7.4 Physical Contact, Intervention and the use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

This section should be read in conjunction with:

Education and Inspections Act 2006 section 93: Power of members of staff to use force www.legislation.gov.uk.

Use of Reasonable Force in Schools:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by school personnel at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.

- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or by blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to manage a pupil. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. *(Use of reasonable force, July 2015)*

The Positive Approach to managing behaviour has been agreed and adopted as our central system. All staff are provided with regular training and should adhere to its principles and practice. Physical interventions are only a small part of a broader range of the positive handling strategies to address the needs of those whose behaviour presents as a challenge. Any physical interventions used should be 'reasonable, proportionate and necessary'. Our aim is to reduce the use of physical interventions by influencing attitudes, skills and knowledge.

There are many situations in school where staff come into physical contact with pupils. These situations may be classified as a continuum of physical intervention. This ranges from least contact, for example hand on hand to guide or, a Low Level Restriction used as a contingent touch, through to greatest contact, for example physical restraint, when a pupil is unable to manage their own behaviour, which is deemed unsafe.

School staff do not require parental consent to use force on a student in serious incidents. The impact of this must be reviewed on a regular basis. All Crisis Prevention and Safety Interventions must be logged in the normal way.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to manage pupils or to restrain them.

- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Where it is necessary to use physical contact, intervention or use of force, in order to modify a pupil's behaviour to prevent them from endangering themselves, other people or school property, clear guidelines and procedures are necessary.

Due to the nature of the special needs catered for at Meath School, staff are aware of their legal duty to make reasonable adjustments. However, we recognise that it is sometimes necessary to use physical intervention or use of force in order to ensure the safety of all. It is essential to plan for incidents which might involve actions.

- We have a clear behaviour management policy which aims to enable us to teach pupils how to behave appropriately and how to learn how to control their own behaviour.

- Pupils are clear about which behaviours are unacceptable and what will happen if their behaviour remains unacceptable.

- We inform parents/carers of unacceptable behaviour and the action that we will take in the event of unacceptable behaviour.

- Staff are trained and guided to manage the behaviour of the pupils.

- Additional support can be requested, if necessary.

DfE guidance makes clear that all school staff have a legal right to use reasonable force and that their duty of care will include physical intervention to keep a child or other children safe. At Meath, all staff are trained in the Positive Touch Approach and may use 'REASONABLE FORCE' when de-escalation (the 95%) has failed to prevent a pupil from doing or continuing in:

- Hurting themselves or others.
- Causing significant damage to property.
- Causing serious disruption to the maintenance of good order and discipline in school.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- In school only, to maintain good order and discipline. This cannot be used in the residential setting
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

This applies when a member of staff is at school or has control of pupils during an off-site activity. The Positive Touch approach has been selected to support our work in school. All permanent Meath School staff who have pupil responsibility are trained through the 6-hour basic course on an annual cycle.

As far as possible, it is preferred that only Meath staff who are qualified in Crisis Prevention and Safety Interventions. Trained staff are called upon to use or lead physical interventions.

Guidelines for Events Involving Physical Intervention or Use of Force

The purpose of physical intervention or restraint is to allow the adults to regain control. It is never to punish.

Physical intervention or restraint should be used only when absolutely necessary. It is the last resort in managing a pupil's behaviour. Always use the minimum force necessary for the minimum time. Official guidance refers to 'reasonable force'. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force should be no more than is needed to achieve the desired result. The clearest lawful justification is that the actions of the adult are reasonable, proportionate and in the best interests of the young person. Under Human Rights legislation, they should be absolutely necessary:

- When it is necessary to 'hold' a pupil, hold to restore calm; do not initiate aggression.
- In this circumstance, tell the pupil that you are keeping them safe and that they will be released when they are calm.
- Call for assistance.
- All other pupils should be removed from the area.
- Use the 'help protocol' appropriately.

Following the incident:

- Ensure that the incident is recorded on CPOMS within 24 hours.
- Incidents involving any physical restraints will be reported to parents/carers daily.

As a group of staff, we try to support one another in all aspects of managing the pupils, including behaviour. No one should feel that they are alone in managing the pupils' behaviour; we work as a team.

We recognise that any incident requiring physical intervention or use of force is distressing for both pupil and staff. Debriefing of incidents will take place to support staff and children. This may take the form of end of day briefing or a planned meeting. This will be initiated by the Behaviour or Safeguarding Teams.

Following an incident involving physical intervention or use of force, if the member of staff involved feels that they need some time out, colleagues should cover in order to facilitate this.

The principal and other members of the Senior Leadership Group are here to offer help, support and to share responsibility.

A database of incidents (CPOMS), across both school and care settings, is maintained and monitored by Senior Managers and other relevant staff. Analysis of incidents will identify merging patterns and trends with a particular focus on monitoring the frequency of different groups, such as primary need (disability), age, school phase, race, gender, 'looked after children' and all other groups included within the protected characteristics of the Equality Duty (2011).

7.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.6 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principsl, a member of SLG or the Pastoral Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.8 Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Although unlikely at Meath, we acknowledge that we may need to search a pupil for items that are not allowed in school and/or are illegal.

The special educational needs and lack of understanding of some of our pupils mean that sometimes they take items that do not belong to them without realising it is wrong, or the consequences.

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Prohibited items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage to property.
- Radicalisation/prevent text/objects.

Force **cannot** be used to search for items banned under the school rules.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral lead who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal/ designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

We do not screen pupils as they arrive at school.

7.9 What happens if a student, parent or colleague complains, or a student is injured?

- All complaints / allegations that a physical intervention was 'unreasonable', used undue force or injured a student must be notified to the Local Authority Designated Officer (LADO) in line with NSCB procedures

- Similarly, the advice of the LADO will be sought in relation to any use of force that is not conducted in line with the school's 'physical contact' guidelines or where colleagues have expressed concern that the intervention was not proportionate.

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this

will provide a defence to any criminal prosecution, or other civil or public law action.

- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to 'Keeping children safe in education' (DfE 2022) and the I CAN 'Managing Allegations Against Staff' policy (see the 'Further sources of information' section below) where an allegation of using excessive force is made.

- This guidance makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

- If a decision is taken to suspend a staff member, the school should ensure that the staff member has access to a named contact who can provide support.

- The organisation should always consider whether a staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff.

- As employers, Speech and Language, UK and its schools have a duty of care towards their employees. It is important that appropriate pastoral care is provided to any member of staff who is subject to a formal allegation following a 'use of force' incident.

When dealing with complaints, please refer to the Managing Allegations against Staff Policy.

7.10 Physical Contact

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- To provide intimate or personal care
- When a pupil is being congratulated or praised
- To demonstrate exercises or techniques during therapy, PE lessons or sports coaching
- To give first aid
- Supporting a child to get change

- In the residential setting at bedtime

The children are taught about consent and use a visual colour coded body to learn about different areas of the body (Appendix 7). They know that they can refuse physical contact.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, this would be to finish work not completed in lesson time.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the class curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- ELSA Support
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principle and only as a last resort.

In the unlikely event that we needed to temporarily exclude a child, the school would follow the Speech and Language, UK Exclusion Guidance and Procedures and Meath school Exclusion Policy (available on request).

Occasionally, because of the complex needs of the children at Meath, it can become apparent as they progress through their placement that their needs around behaviour have become such that we are no longer the most appropriate placement. If this becomes the case, the Principal and staff involved with the child will work closely with the parents/carers and LA to aid transition into a more appropriate placement.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- This could include measures like:
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

There is a commitment to regular staff training. This is co-ordinated by the leadership team. This includes:

- As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Regular updating of information about, and increasing staff awareness of, behaviour issues.

- Provision of opportunities to discuss examples of behaviour management.

- Induction and update training of Crisis Prevention and Positive Touch for all behaviour management and restraint.

- Provision of time to feedback to groups of staff from relevant courses.

- Relevant articles and books are available online.

- The Behaviour Policy is included in induction packs and all staff must sign their agreement to abide by the policy. It is important to ensure at the interview stage that applicants for jobs understand and can work within the core principles set out in the Behaviour Policy. From appointment, all staff receive training appropriate to their level of involvement with the children.

- The Principal co-ordinates the full implementation and any necessary updating of the Behaviour Policy.

It is recognised that all staff need support in implementing the Behaviour Policy, particularly when very disruptive incidents occur. This support consists of:

- Internal support from other members of staff, both immediately and after an incident:

- An available member of the Senior Leadership Group can be called to any major disruptive incident and will monitor the well-being of the staff as well as the pupil involved during the incident. Other staff will provide support as requested. It is realised that after a stressful incident staff, as well as the pupil, may need a quiet space, and/or time before returning to work. Team members will ensure that this need is recognised and made possible.

- The Safeguarding and Pastoral Lead is available to support staff when requested.

- Time is made available to discuss behaviour management issues within the staff teams. Time is also made available during a regular whole school staff meetings to outline the management of the behaviour of particular individuals and discuss any difficulties which this may present to staff; especially at play breaks.

- Training to support individual pupils needs

- As a staff we are committed to investing the appropriate authority in all members of a team.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

Recording and Monitoring

Formal systems of recording and procedures for using them have been established.

- CPOMS - all significant incidents are to be entered within 24 hours of the event. This record also includes a check box in which staff can indicate any incident which appears to have a racist element or basis. All parts of the form must be completed; for Pupil Voice staff can use facial expression, and body language if a child refuses to/or cannot comment.

- Accident and Health and Safety forms may need completing, if appropriate, [c.f. Medical and Health and Safety Policies]

- Monitoring of changes to behaviour because of introduction / increase / decrease /change of medication. These should be shared with families and medical teams involved.

- Zones of Regulation Plan – for recording discussions and actions to support children throughout the day (Appendix 6)

- Behaviour Plans / Pastoral support plans - for recording discussions and actions (Appendix 2)

- Cause for Concern - CPOMS forms must be completed as appropriate this is flagged immediately to a DSL.

- Risk assessment forms must be attached to each Behaviour Support Plan / PSP.

Monitoring of policy implementation is also formalised:

- The Behaviour support team is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The Behaviour, will also review this behaviour policy in conjunction with the Principal/ Deputy and monitor the policy's effectiveness, holding the Principal/Deputy to account for its implementation.
- The Senior Leadership Group regularly monitors and analyses entries on CPOMS to see if there are any patterns or trends which need specific actions.
- The standard 3 inspector (David Braybrook) also monitors behavioural incidents in the residential department
- Termly analysis of behaviour is carried out by the Principal, and this is reported to the Governors, and Speech & Language, UK Trustees.

All staff have regular opportunities to have input into the continuing development and review of the Behaviour Management Policy and related procedures via staff meetings and behaviour focus meetings.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and Curriculum and Safeguarding Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Curriculum and Safeguarding Committee annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Online Policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum and Safeguarding Committee every year.

Appendix 2 – Focus meeting guidelines and Behaviour Plan / Pastoral Support

Guidelines for a Focus Meeting & Pastoral Support/Behaviour support plan:

A focus meeting will be necessary as soon as there is concern about behaviour that challenges which is not being modified by supports outlined in visual strategies supports and steps to support have led to decision that this child needs a PSP.
Barriers to learning, and/or safety of a pupil/s or others are a difficulty.
Initially the concern should be shared with class team and anyone working with the child as well as tracked on CPOMS and discussed as a concern with behaviour lead.
If the behaviour that challenges persist, then parents need to be informed of the difficulties and teams work together to support the child.
Identify the area of behavioural concern supports and strategies already utilised and allow all involved with the child to be heard. CPOMS

- Consider the triggers which create the situation(s), and whether they can be alleviated or removed. ABC charts initiated.
- Identify any health issues e.g., medications, seizures.
- Discuss strategies and approaches which may lead to improvement.
- Plan what action will be taken and by whom (to include specialist skills of "in-house" staff, and external agencies such as Educational Psychologist, medical expertise, as appropriate)
- Complete the Behaviour/ Pastoral Support Plan includes completing questionnaires with parents / child / school staff.
- Make sure you clarify what actions have been agreed, and who is responsible for them.
- Agree on a date for the review meeting, sufficiently far ahead to assess the effect/success of planned actions.
- Where medication may be involved "Observed behaviours (which may be around
  medication)" sheets must be completed by school, care and families.
- Copies of the PSP meeting minutes and supporting documentation should go to school's lead on behaviour.
- Share the Behaviour/ Pastoral Support Plan at a staff briefing.

Follow-up meeting(s):

- These meetings should follow the same guidelines as a focus meeting but focus on consideration of whether strategies implemented previously have been successful.
- Monitoring sheets must be analysed for patterns of behaviour.
- The reasons for success or failure may serve as prompts for future action.
- Those involved will decide next steps and who liaises with the families.
- Revise the Behaviour /pastoral Support Plan, with families and key staff.
- When at least 2 reviews have been tried but to no significant impact, complete a referral form for the school Educational Psychologist.
- The school Educational Psychologist will discuss an action plan with the class team.
- Revise the Pastoral Support Plan and share with families, the lead on behaviour and all staff.

PASTORAL SUPPORT PLAN					
INITIAL SUMMARY SHEET					
Name		Class Group			
Date of Birth		Date of referral			
No. of fixed term exclusions.		Attendance record			
SEN Code of Practice		EHCP			
SEN Description	Diagnosis of:				
SEN Support	Attends MEATH special school for SLT				
Is the student at risk of permanent exclusion?	YES	NO			
REASON FOR PSP :					
INVOLVEMENT OF OTHER AGENCIES					
Education WS				SCH NURSE	
CAMHS		Educational Psychology		HEALTH	
Child Development Centre		Family partnership lead		SOCIAL CARE	

PARENTAL INVOLVEMENT:			
STAFF QUESTIONNAIRE			
Unless otherwise indicated 5 = very good and 0 = very poor			
Please rate his/her behaviour this term	Very good/very poor 5 4 3 2 1	Overall	
Please rate the behaviour of the class	Very good/very poor 5 4 3 2 1	Overall	
PLEASE RATE STUDENT'S BEHAVIOUR			
Positive to teacher	5 4 3 2 1	Negative to teacher	
On task	5 4 3 2 1	Off task	
Self-contained	5 4 3 2 1	Attention seeking	
Appropriate behaviour	5 4 3 2 1	Inappropriate behaviour	
Positive to peers	5 4 3 2 1	Negative to peers	
In place	5 4 3 2 1	Out of place	
Appropriately equipped	5 4 3 2 1	Inappropriately equipped	
Work up to date	5 4 3 2 1	Work behind deadlines	
Ability to follow instructions	5 4 3 2 1	Ignores instructions	
Putting up hand	5 4 3 2 1	Calling out	
Answering appropriately	5 4 3 2 1	Answering back	
Homework always done	5 4 3 2 1	No homework	
Calm when others behave badly	5 4 3 2 1	Reacts badly to behaviour of others	
Things this student does well:			

What specific behaviours shown by this student regularly cause concern?
Other comments you may wish to make (including test results/NC levels):

The Pastoral Support Plan			
Main Points Arising:			
Agreed targets:			
1)			
2)			
3)			
ACTION TO BE TAKEN AND SUCCESS CRITERIA (Include provision to support SEMH)		WHEN?	BY WHOM?
Example: ABC chart used to track behaviour to indicate triggers	Clearer understanding of behaviour that challenges		Any adults directly working the student.

SIGNATURE OF PARENT:		SIGNATURE OF PUPIL:	
REVIEW DATE:		PSP COORDINATOR:	

It has been agreed that all staff will follow through with these consequences, XXXX must experience a united front and show that we are all giving him/her the same clear message.

He/ she will not be sent home unless is actions or behaviour warrants a fixed term exclusion as decided by Principal.

Things to note:

- E.g. language expectations and how messages are communicated could be outlined here as well as any other points of information relevant to working with the individual.

REVIEW date:

- Talk through the plan and how it is working.
- Discuss possible amendments which must have the agreement of all parties and not negatively impact the process.

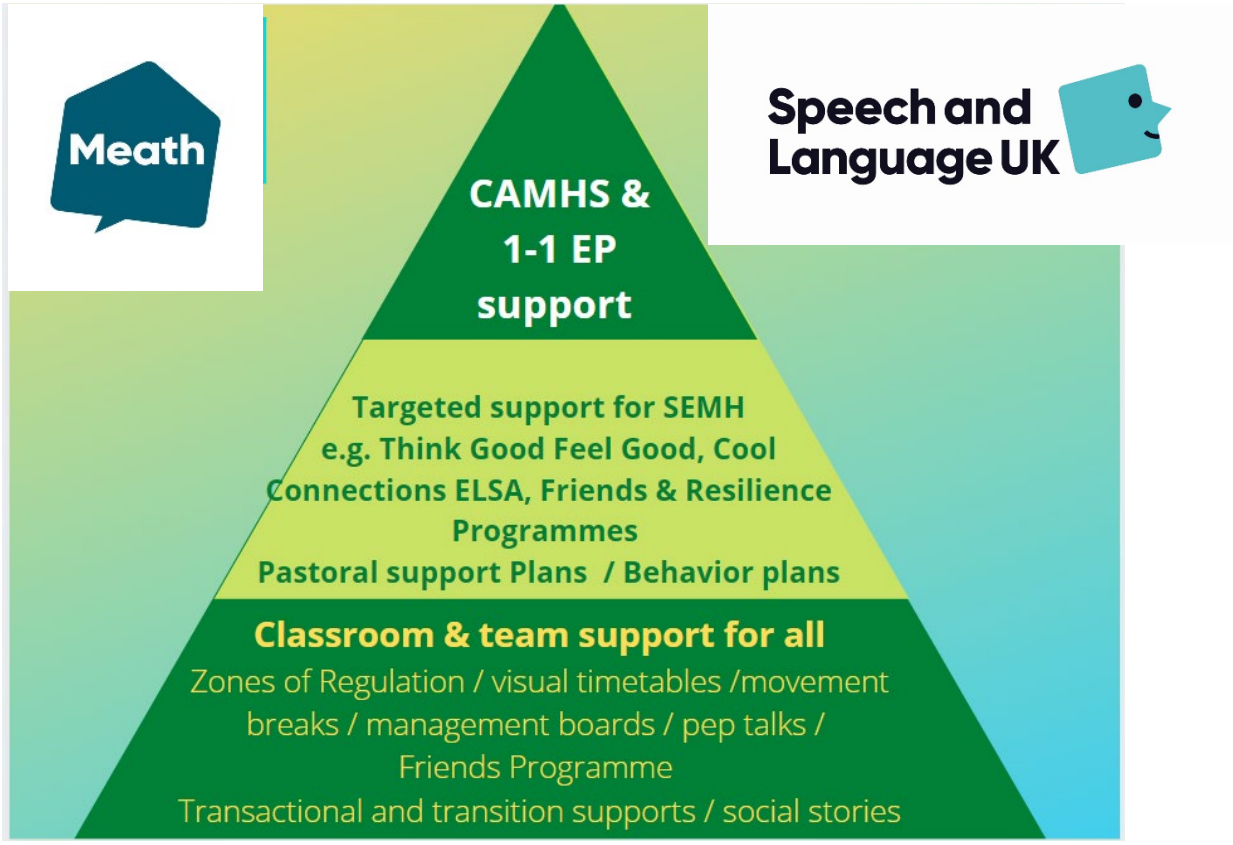
XXXXXXX Consequence grid

This is the adult version of his grid – to be agreed at meeting and shared with personnel working with child. Child friendly version to be created for communication to the child.

Positive actions (expectations)	Negative / inappropriate actions	Consequence
Example: To listen to the adults and follow instructions	Refuse to follow guidance and instructions from adults	Miss play time and finish their work which they missed.

Other reminders

It is VITAL that completed behaviour support plans are given to the school's lead for behaviour, and promptly shared with staff at a daily briefing meeting, and copies are filed in staff/children files in classrooms.



Appendix 3 - Use of Walkie Talkies

There are a set of walkie talkies – they have a central location in the staff room where people can collect to take on duty or have on their person if they are likely in a vulnerable position with a child or a situation which has been risk assessed as needed a direct form of communication to office / SLG.

The purpose of these devices is that they are taken to summon help from other adults quickly in any emergency, as well as ensuring a mode of direct communication to other personnel.

Request for support can be made directly to anyone in staff room, front office and SLG.

Appendix 4 - Antecedent, Behaviour, Consequence charts (ABC charts)

Pupil **Time** **Date**

Note: Rewards and praise have been proven to be much more effective than reprimands in changing behaviour. ABC forms are to be used to document *desired* behaviour and 'good' consequences, as well undesired behaviour, as part of a positively framed management programme		
Antecedent **What do people say or do, or what happens immediately BEFORE the problem behaviour occurs? What triggering circumstances came before the behaviour (e.g., activities, settings interactions, individuals)?**	**Behaviour** **A description of the behaviour**	**Consequence** **What do people say or do, or what happens immediately AFTER the problem behaviour occurs? What was the effect of the behaviour for the student, and on others? Did the student get (or not get) something from the behaviour that motivates them to do it again?**
Adult Observation of Events preceding Behaviour		
Student's explanation/response when asked about Event		

Appendix 5 - Bullying or Child on Child Abuse Procedures

Introduction

- All pupils have difficulties with understanding and using language, and this affects their social interactions.

- Many children do not recognise their own emotions or respond appropriately to the verbal and non-verbal expressions and emotions of others.

- Some children, especially those on the autistic continuum, lack empathy and have an ego-centric view of the world.

- Every child has an ILT which includes targets for social behaviour, and their progress towards these targets is continuously monitored by their class /care team.

It may not be possible to convey to many of our children exactly what 'bullying' means, in the way that adults understand it. Clear rules about what is and is not permitted in playground, classroom and care setting may be a more appropriate method of preventing anti-social behaviour. It is not helpful to label a child as a 'bully' if he/she is unable to appreciate what this involves. With older/more able children it may be possible and necessary to work towards an understanding of what bullying or child on child abuse means, especially those in the transition group.

The onus, therefore, falls upon the staff to provide a high level of supervision and to observe, record and report any incidents of 'bullying' or child on child abusive behaviour.

Rationale

The procedure for dealing with 'Bullying or child on child abusive Behaviour' should be considered within the overall framework of the behaviour policy.

What can we do if bullying or child on child abuse occurs?

Take it seriously – some or all of the following may be necessary.

1. Informing parents/carers of all concerned
2. Adult intervention
3. Separating children
4. Focus meeting with parents/carers including DSL where appropriate
5. Referrals
    - psychiatric help
    - psychological help
    - social work input
6. Additional support and strategies for adults and pupils which may involve outside agencies/organisations with specific knowledge and experience.

Appendix 6 – Zones of Regulation paperwork

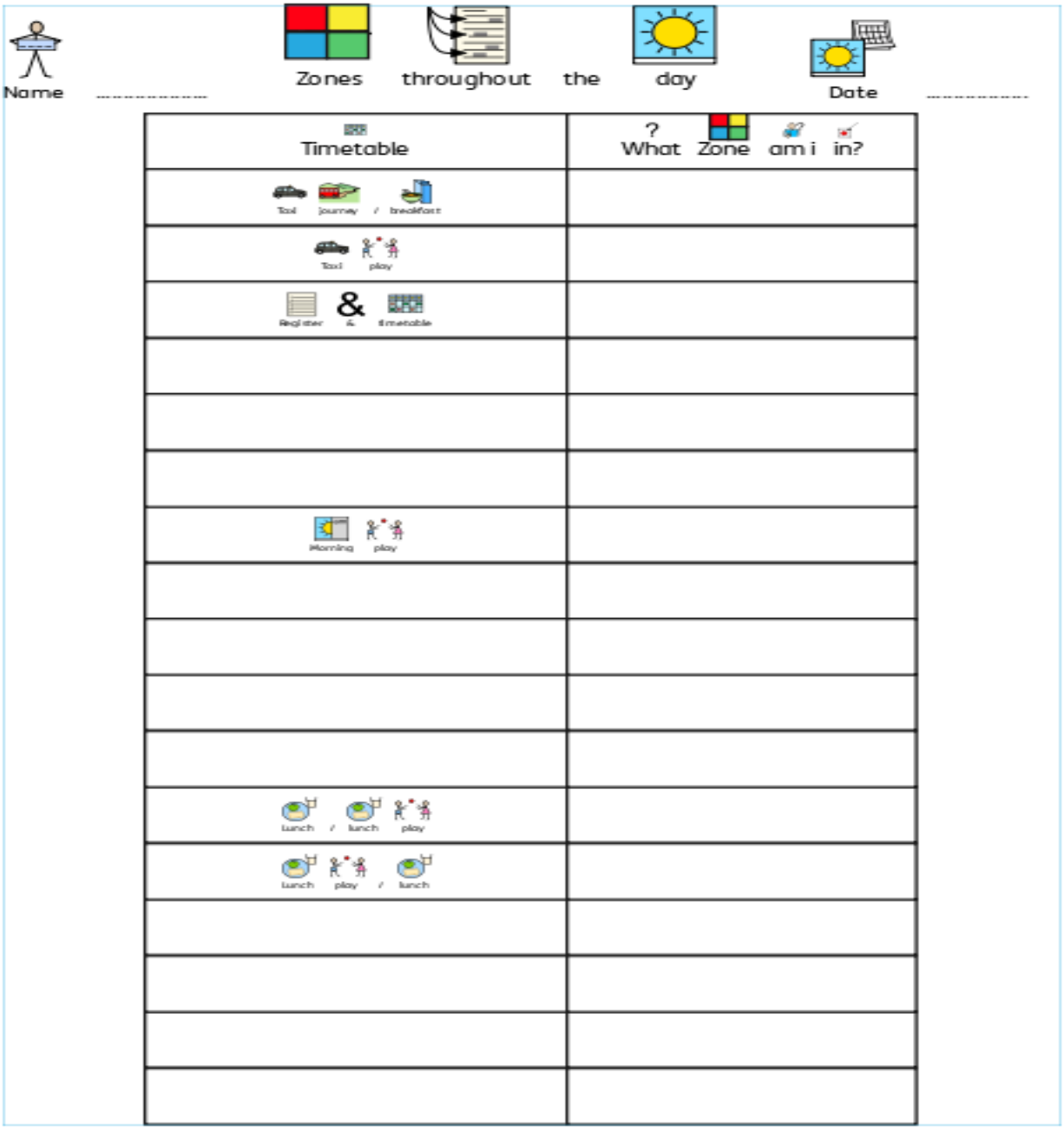
Prior to a formal behaviour plan or Pastoral plan – staff can use these documents to identify triggers and support for low level behaviours throughout the day.

Zones Across the Day

Name ..... Class..... Date .....

Taxi Journey/ sleepover				
Breakfast				
Taxi play				
Register				
Morning play				
Lunch eat/play				
Lunch eat/play				

Older children may find it helpful to monitor their own feelings and emotions by using this chart.



These forms can be uploaded to CPOMS if required to support the monitoring of any escalating behaviours.

This can be made into a Zones of Regulation Profile that can be available to all staff to support the child.

Zones of Regulation Profile

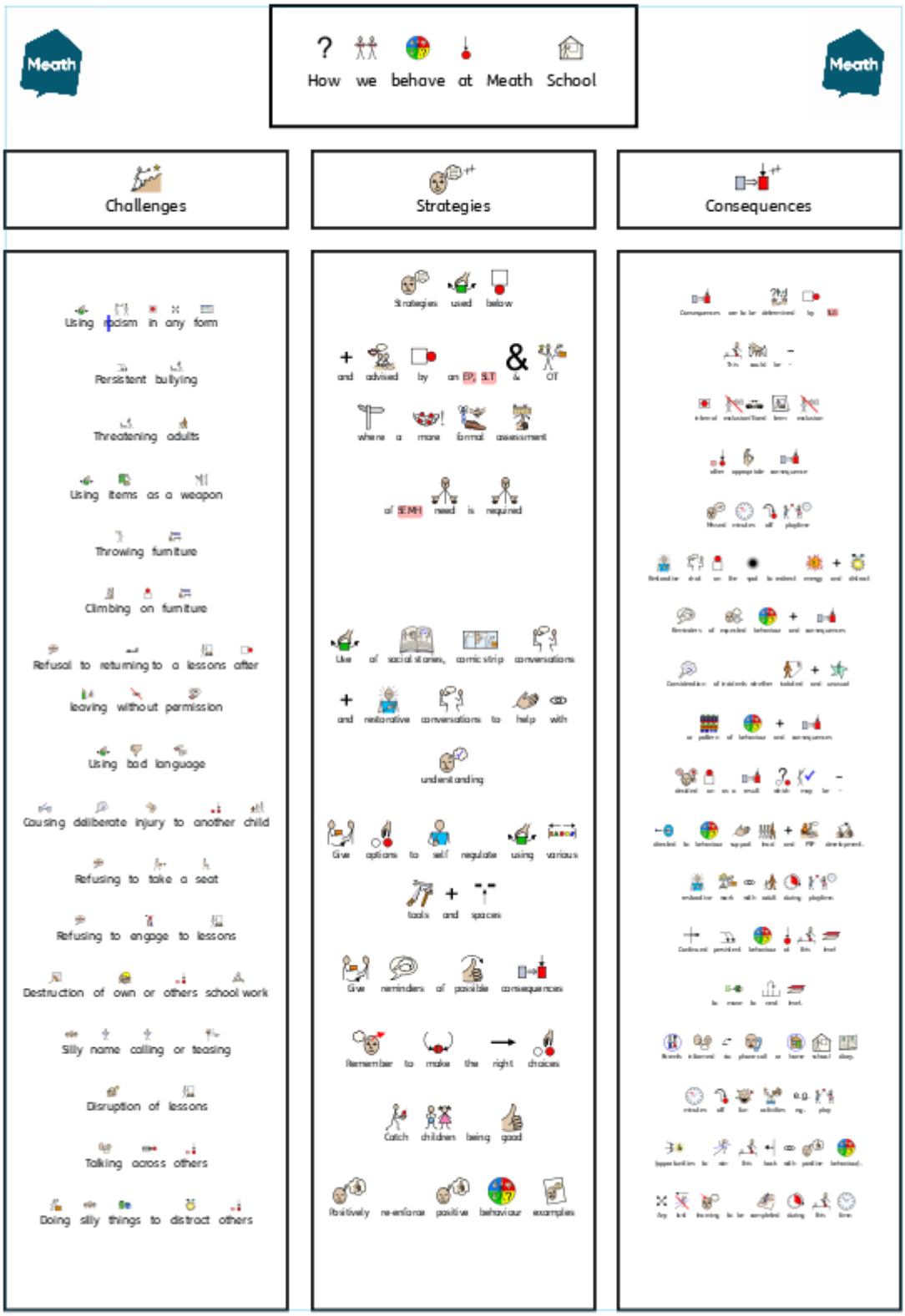
Delete info below as needed and amend with strategies appropriate to child. Delete this text box when saving to child's name

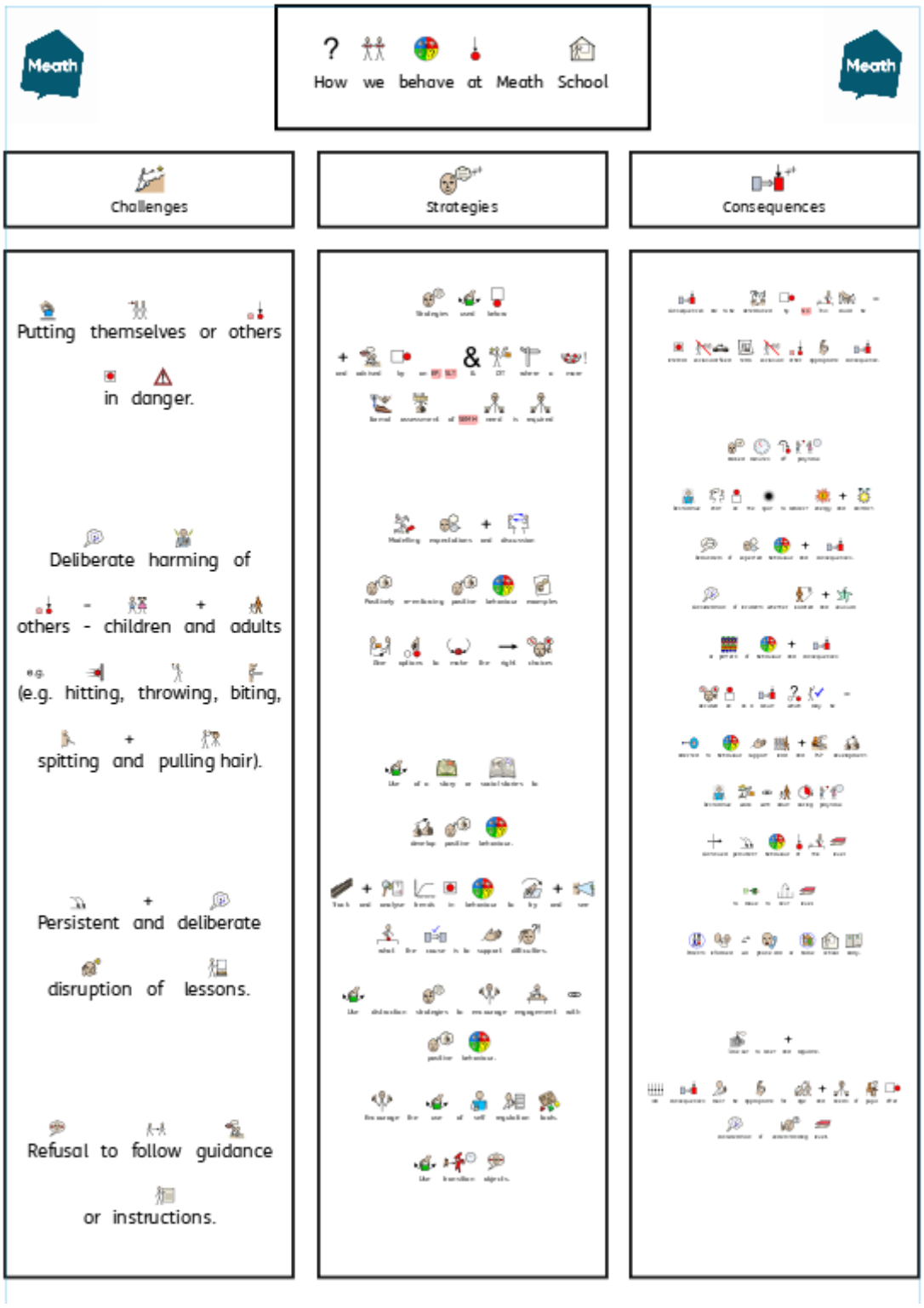
Name: **DOB:** **Date:**

TRIGGERS			

What I look like in this zone *What I'm trying to communicate*	What helps me	Resources needed
I am completely overwhelmed: • Complete loss of control • Unable to be reasoned with or take on new information • Crying • Screaming • Shallow breathing and increased heart rate • Red face • Shutdown/freeze	• Time in an enclosed space (these make me feel safe) outside of the classroom, such as Blackout rocker in zones room. • Therapeutic listening headphones with Quickshift selection 'Regulation 2. • Reduced demands placed on me. • Reduced adult proximity. • Model deep breathing *Communication and language levels:* • A calm and empathetic approach • As little verbal communication as possible – Visuals if needed	Zones Room/ Quiet space Lying down with weighted blanket over (not covering head/face) Blackout Rocker Chair Low light QS Regulation 2 over iPad
I feel overwhelmed/ 'this is not ok': • Stiff with frozen affect/mask with forced smile • Walk stiffly with small shuffles as if hesitant. • Hide behind cupboard door/ avert eye contact/turn away • Random facial expressions and noises e.g. leans in to roar like dinosaur *I am becoming over-excited:* • Loud squeals • Silly	• A class-based 'Den space' (enclosed space) to work in • Heavy work tasks • Pushing my head into the palm of an adult's hand ('head-fives') • Prescribed Quickshift *At lunch times:* • At the start of lunch give me the option of where to sit (quiet table or with my friends-I have visual supports for this in my Smart sack) • Put a very small amount of each food type onto the two small compartments of the divider plate. I can move it onto the must eat section if I want to try it. • I am particular about the cutlery and equipment I need, and I struggle to cope if it is different: shallow divider plate, junior caring cutlery. • I prefer to have bread and butter as my pudding option, I like to spread this myself. *Communication and language levels that help me:* • A calm and empathetic approach • Give me 2 choices	Prescribed QS over HPs Classroom 'Den space' e.g. under identified table Visuals Chewy Time in the book corner Pre-defined time in Zone room or Blackout Rocker
I feel like I am ready to learn: • Focussed • Able to answer questions • Able to respond to instructions	• Sensory input delivered at regular intervals throughout my day • Explicit directions, clear boundaries, visuals to support • Hokki stool • Careful positioning next to regulated/quiet peers • Activities chunked into 2-3 achievable steps • Limited incidental/light touch • Fidget/chewy *Communication and language levels that help me:* • A calm and empathetic approach • Explicit instructions with visual support	Den space Fidget Chewy QS Space over HPs Visuals/ Now and Next Social stories
I am feeling drained and exhausted: • Tearful • Mouth objects ++ • Floppy and hunched over • Lethargic • Disengaged and low arousal	• Alerting movement input and heavy work o Bear walk/frog leap along the alphabet caterpillar o Kangaroo jumps along the number spots o Sensory circuit in playground • Follow each of the above with hand squeezes/pushes *Communication and language levels that help me:* • An empathetic approach	Learning break Chewy Prescribed QS over HPs

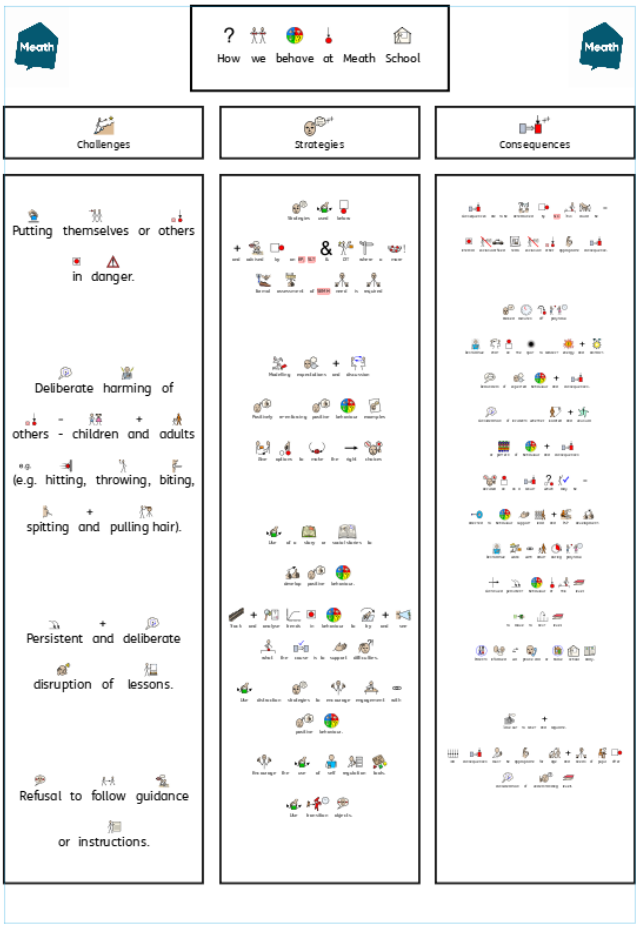
Visual supports, strategies, and consequence grid to support positive behaviour at Meath.




How we behave at Meath School
Challenges
Strategies
Consequences
Putting themselves or others in danger.
Deliberate harming of others - children and adults (e.g. hitting, throwing, biting, spitting and pulling hair).
Persistent and deliberate disruption of lessons.
Refusal to follow guidance or instructions.

Step by step guide to supporting Behaviour that challenges.

Step 1-Staff member identifies behaviour that challenges and uses behaviour support visuals with promoting positive behaviour. **Tracking all concerning Behaviour on CPOMS**



Step 2- If behaviour persists despite clear support and sanctions over a period. Track on ABC Chart. This will show what is causing the behaviour by identifying triggers etc. Which may not be obvious in other circumstances.
INFORM PARENTS AT EARLIEST point to ensure you have a full picture of what is happening in that child's life. Ther may be some change, incident, bereavement, or loss which may account for emotional dysregulation in the child.

Pupil **Time** **Date**

Note: Rewards and praise have been proven to be much more effective than reprimands in changing behaviour. ABC forms are to be used to document *desired* behaviour and 'good' consequences, as well undesired behaviour, as part of a positively framed management programme

Antecedent What do people say or do, or what happens immediately BEFORE the problem behaviour occurs? What triggering circumstances, came before the behaviour (e.g., activities, settings interactions, individuals)?	**Behaviour** A description of the behaviour	**Consequence** What do people say or do, or what happens immediately AFTER the problem behaviour occurs? What was the effect of the behaviour for the student, and on others? Did the student get (or not get) something from the behaviour that motivates them to do it again?
Adult Observation of Events preceding Behaviour		
Student's explanation/response when asked about Event		

After tracking behaviour, **analyse the ABC** chart to see what is causing the difficulty (remember behaviour is a form of communication created by an inability to express their thoughts and feelings appropriately). Ensure that all staff working with this child is aware of triggers and supports.

Step 3- Use strategies to support – if behaviour persists, call a **focus meeting** with all personnel/professionals associated with the child.

Step 4-If behaviour escalates, create a **Pastoral Support Plan (see Appendix 2 on policy)** outlining the more specialist approaches to supporting this child. Ensure questionnaires and all aspects of the child's life – home and school are taken into consideration. Include all personnel and family to support with child's behaviour. A risk assessment is necessary to be in place along with a PSP.

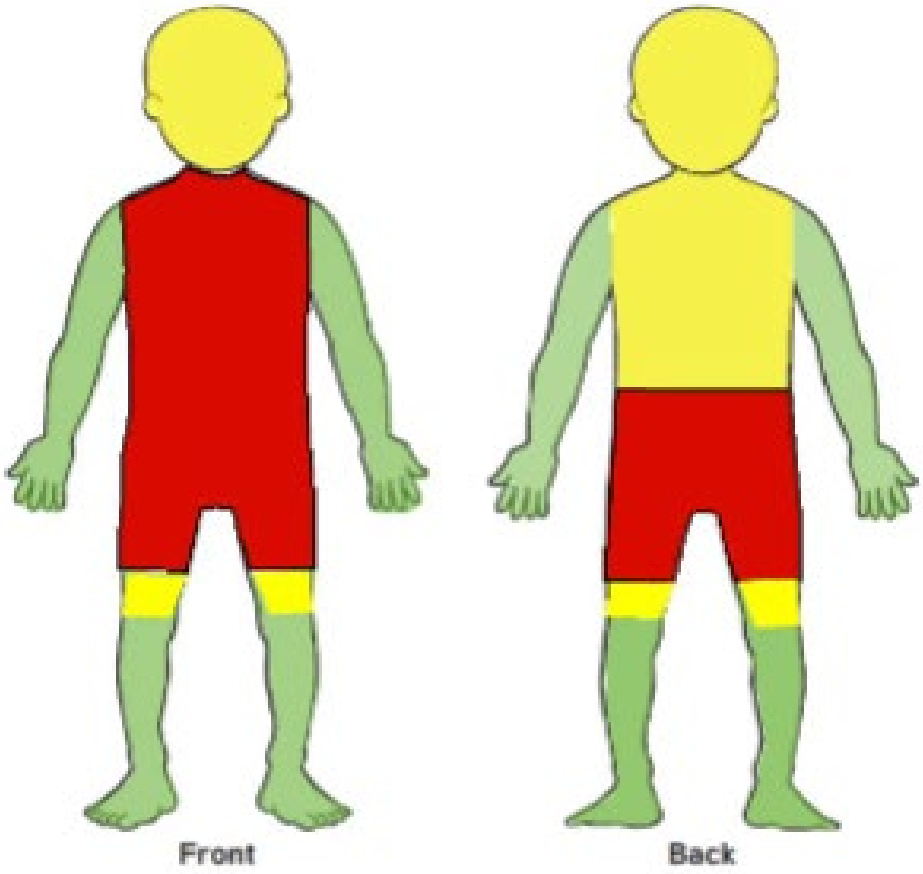
Meath School Risk Assessment

AREA:	Meath School	Signed:
RISK ASSESSMENT FOR:		Signed:

Assessment carried out by:		Date:		Date of Review:	

Risk	Who is at Risk?	How can the hazards Cause harm?	Control Measures In Place	Additional Control Measures Required	Residual Risk Rating

Step 5 - Put all recommended supports in place, track effectively (CPOMS/ABC charts/behaviour support charts/rewards charts/regular contact with the family via home-school diary) and review at regular intervals to monitor the progress of the child setting targets etc. Ensure targets are manageable, achievable, appropriate to the timescale and in line with the needs of the child and family.

Step 6- Consider the appropriateness of provision – have the primary need of the child changed? - EP/CAMHS may be necessary to support with decisions on this.

Appendix 7 - Body Support Diagram