



Behaviour and Attitude Policy

Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characters as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equality Policy

Date of Approval	October 2023
Date of Next Review	October 2024
Approved By	

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SECTION 1

INTRODUCTION

Meopham School promotes preparation for responsible adulthood and has:

- A clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- A well-organised, secure environment, conducive to learning and the healthy moral and social development;
- A curriculum where high personal achievement is a priority;
- A smart, traditional uniform for all students.

This policy is intended to enable students, staff and parents to have a clear understanding of all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote among students self-discipline and proper regard for the school's authority while at the same time encouraging good behaviour and respect for others.

We aim to create an inclusive, caring learning environment in the school by:

- promoting good behaviour;
- promoting self-esteem, self-discipline, and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- teaching students the behaviour we expect through assemblies, the tutor programme, PD, Character and Ethics lessons;
- promoting early intervention to support a student if behaviour concerns become apparent;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging students to behave in such a way that furthers the interests of the local and wider community
- encouraging a positive relationship with parents/carers
- promoting a culture of praise and encouragement in which all students can achieve to their full potential;

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. Meopham School recognises that reasonable adjustments to the application of this policy will at times have to be made where required to meet individual needs and avoid disability discrimination.

Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Anti-Bullying
- Safeguarding and Child protection policy
- Online Safety Policy
- Responsible Internet Use Policy (AUP)
- Equalities Policy
- RSE Policy
- Special Educational Needs and Disabilities Policy

SECTION 2

REWARDS

We have high expectations of our students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them a reward system operates throughout the school.

We use house points as a way for students to collect rewards. Any member of staff may issue 1-2 points when students demonstrate positive behaviours, such as:

- Effort
- Commitment to learning
- Character
- Good conduct
- Attendance

The house points lead to:

- Bronze merit award - 50 house points (HoY)
- Silver merit award - 100 house points (SLT)
- Gold merit award - 200 house points (HT)

Additionally, the school promotes department postcards, stickers and stamps. Students can be sent to the **'excellent work book'** if they have completed a particularly good piece of work. These students receive a certificate, chocolate and 5 House Points from the Headteacher. They are acknowledged in newsletters and via social media.

Throughout the year reward events will take place including movie afternoons, trips, events and workshops. There are also regular reward assemblies where students are recognised for their achievements.

As part of the reward scheme we host termly house competitions encouraging good sportsmanship between staff and students. All students and staff are assigned to a house. Competitions include baking, christmas card competitions, STEM, poetry, enterprise, charity and more as led by the school ambassadors.

Students with 100% attendance, or improved attendance are recognised through certificates, prizes and letters home.

Prizes and awards are presented at the annual prize giving evening to those students whom staff feel have excelled in particular subjects or who have made outstanding effort and progress or who have given exceptional service to the school

SECTION 3

STUDENTS' BEHAVIOUR

We expect students to be responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. Students are expected to follow the 'Meopham Mantra':

1. Be on time and ready to learn
2. Follow instructions quickly and politely
3. Try to work to the best of my ability
4. Treat everybody with kindness and respect
5. Be honest about my mistakes and put things right

SECTION 4

CODE OF ACCEPTABLE BEHAVIOUR

Meopham School "Home-School Agreement" summarises the school's expectations of the students. The intention is to reach a common definition of what the school expects of students at the school. At the same time, it recognises that teachers are important role models for students to follow in terms of good manners, courtesy and social behaviour. In addition to the 'Meopham Mantra', the school asks students to:

- Take pride in being part of Meopham School.
- Ensure that nothing that is said or done causes hurt or unhappiness to any other member of the Meopham School community.
- Try their best to treat everyone and everything with care, courtesy and consideration.
- Remember that every public action of mine outside school is judged to the good or harm of the whole school community.
- Understand that we all have a part to play in achieving a successful and happy school.
- Remember that my school concentrates on the success and achievement of individuals and not their failure.
- Take responsibility for their own actions and avoid making excuses

SECTION 5

ACCESS TO THE SCHOOL

Students have free access to most areas of the school. However, there are certain restricted areas and students who go 'out of bounds' may be sanctioned.

Students should not be in classrooms without a member of staff present, but in wet weather we allow this with appropriate supervision.

SECTION 6

VALUABLES

It is useful within this policy to remind parents about valuables and damage.

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. Mobile phones, ear phones, watches, and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification. We would encourage students not to bring expensive items into school.

We are a cashless school. It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope clearly marked with the owner's name and handed to the TAC office for safekeeping immediately when the student arrives in school.

PE staff will put mobile phones, watches and money in a locker for safe-keeping if requested (these items must be identifiable as mentioned above). PE staff accept no responsibility for loss or damage to items stored in this way.

Mobile phones are an important item for students to understand and appreciate as a luxury of the modern world. In a school setting, it is important that they are respected within the boundaries outlined by the school.

Mobile phones, ear pods, headphones and or any other listening devices will not be permitted to be used during lesson time and lesson transition. The times of usage are break times, lunchtimes, before and after school.

If a phone is confiscated it will only be returned if a parent or close relative collects the item from the main office. Where students persistently challenge the expectation, the phone will be required to be handed in at the start of every day to the TAC office and collected at the end of the day.

Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items that are intended for sale. The school reserves the right to decide if an item has been brought into school for the purpose of sale. All such items can be confiscated until collected by a parent/carer.

SECTION 7

POLICY ON BREAKAGES AND DAMAGES

The school's policy on 'Breakages and Damages' is given below as a reminder:

Parents will be liable to pay for breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings and the fabric of the school) where this is a result of the student's action that is deemed by the school to be deliberate or reckless. The charge will be for the

replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair or restore as necessary. A receipt will be issued for all payments made.

SECTION 8

HOME TO SCHOOL AGREEMENT

Parent/Carer/Guardian will:

- See that my child goes to school regularly, on time and properly equipped
- Inform the school of any concerns that might affect my child's progress.
- Inform the school immediately if my child is absent and provide a note to explain the absence.
- Support the school's rules for good behaviour and uniform.
- Support the school's sanctions.
- Ensure that my child attends after school detentions if they are set
- Support my child in his/her homework.
- Attend Parents' Evenings and discussions about my child's progress.
- Keep the school informed of any medical conditions or changes of circumstances, e.g. address or telephone number.
- Improve students' health by encouraging walking/cycling between home and school, as fewer cars will benefit road safety on and around the School site, also reducing pollution in accordance with the School Travel Plan.

The Student will:

- Abide by Meopham School Code of Conduct.
- Attend school regularly and arrive on time.
- Bring all the correct books and equipment when required.
- Wear the school uniform and be tidy in appearance.
- Do my homework and classwork to the best of my ability.
- Be polite and considerate and behave in an orderly way at all times, including to and from school.
- Keep the school free from graffiti and litter.
- Follow the School Rules.
- Attends after school detentions if they are set

The School will:

- Provide a safe, caring environment for your child.
- Encourage your child to achieve his or her full potential as a valued member of Meopham School.
- Provide a balanced relevant curriculum.
- Encourage high standards of work and behaviour.
- Contact you if there are any concerns that affect your child's progress.
- Keep you regularly informed about your child's progress.
- Set and mark homework on a regular basis, and provide facilities for your child to do homework after school.
- Arrange Parents' Evenings during which your child's progress and attainment will be discussed.
- Keep you informed about school activities through regular correspondence and newsletters.

A copy of the Home School Agreement will be given to every student/parent/carer/guardian on joining the School, signed by all parties, and retained in the student's file. A copy is also stored on the school website.

SECTION 9

SANCTIONS

We will always endeavour to work in partnership with parents / carers to support students to make positive behaviour choices. In order for our school to function. The school is a busy, friendly and thriving place; in order that it can function efficiently and for the benefit of the whole school community we do expect students to adhere to the school rules. We understand that some students may need support to regulate their behaviour – part of this support includes the need to issue sanctions to ensure students learn that there are always consequences for our actions.

The school's range of sanctions is listed below. However, it should be borne in mind that the school's positive expectations of students place a strong emphasis on encouragement and expecting positive and co-operative behaviour and the cooperation of parents will be sought to modify poor behaviour. The school strongly believes in a restorative approach as a means of encouraging positive behaviours.

The aim is for students to live and work in a happy, friendly and courteous atmosphere. The ethos of the school is intended to support its students so that they are able to learn without distraction or interference. The school recognises discipline as important and necessary. Corrective language and sanction will be directed towards the act of misbehaviour or failure to meet requirements rather than implied condemnation of a student. The student will be encouraged to work on targets for improvement. When deciding upon sanctions/reprimands for all students with SEN we assess their individual needs and apply the behavioural tariff accordingly. This may mean that reasonable adjustments are considered and applied.

We continue to monitor and take into account the guidance of the DfE, particularly regarding Social Inclusion, taking account of any subsequent guidance published by the DfE. Students with Special Educational Needs: we observe the SEN Code of Practice. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. Meopham's legal duties, in relation to the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

Sanctions

In order to manage behaviour consistently and effectively teachers will use the escalating C1-C5 system where students will be given every opportunity at each level to change their behaviour. We also use Standards cards to track adherence to uniform rules and social time poor conduct. Teachers should give quiet, succinct reminders of agreed standards to all students regularly and assemblies and tutor times are used to discuss the schools expectations – this ensures students are clear on what is required of them.

The consequence system and how we issue consequences are outlined below:

(C1) - first warning. This is issued to a student as a reminder that they have not met the behaviour expectations. No sanction is issued. This is recorded, but does not alert parents / carers.

(C2) - this is for a second warning and can be issued following a C1. This is a second reminder to the student that they are still failing to meet the behaviour. No Sanction is issued. This is recorded but does not alert parents / carers.

(C3 L) - this is for repeated failure to meet the behaviour standards and is issued after C1 and C2 warnings where students will have been given two opportunities to rectify their behaviour.. A lunchtime detention will be issued by the classroom teacher. This will be served on the day it is issued, or the day after if issued during Period 5 or 6. This is recorded and an alert is sent to parents / carers.

(C3 A) - this is for repeated failure to meet the behaviour standards, and where a students behaviour is so poor they have had to be removed from the classroom. This is issued after a C1 and C2 warning where students will have been given two opportunities to rectify their behaviour. This is recorded and an alert is sent to parents / carers.

An after school detention will be issued by the classroom teacher and will take place the following day after parents / carers have been notified.

(C4) - this can only be issued by the Curriculum Leader, the Heads of Year or by a member of SLT. These detentions are one hour long and parents / carers will be notified that a C4 has been issued. This is recorded and an alert is sent to parents / carers.

(C5) - this is issued by a member of SLT through the Behaviour Panel consultations. This is when a student is placed in the Student Support Provision. A Curriculum Leader can make a request for a student to be issued a C5 if they feel their department has done all they can. They will inform parents / carers when a C5 has been issued in addition to an alert being sent.

All behaviour incidents and detentions are recorded in our school MIS system.

C4 and C5 sanctions are authorised by the Senior Assistant Headteacher with responsibility for behaviour and the Deputy Headteacher with responsibility for Culture and Standards. All external suspensions are authorised by the Headteacher only.

Standards Cards

Standards Cards are used to reward positive behaviours as well as reporting negative ones for those students who do not follow basic standards.

Positive behaviours are:

- Being a good role model to students
- Being well organised and disciplined
- Showing good manners
- Displaying excellent character
- Being helpful and kind

Negative behaviours are:

- Wearing uniform incorrectly
- Forgotten equipment
- Chewing Gum
- Displays inappropriate conduct during unstructured times

If a student does not have a Standards Card, or has 5 negative signatures a detention will be issued.

Conduct C3L detentions

These are break-time or lunchtime detentions. Students are issued with a detention slip to remind them they need to attend. If a child fails to attend they will be issued with a C3 A.

Positive conduct rewards

When a student receives five positive signatures they are able to hand this in to receive an award and be entered into a prize draw.

Report Systems

Department Report - This can be used by any department to support the behaviour for learning attitude of students within a specific subject area. Contact home must be made by the classroom teacher and the student must report to the Head of Department

Tutor Report - 15 behaviour incidents spanning 2 or more subjects. There will be a phone call home from the form tutor and the student will spend 4 weeks on report. This is a supportive measure to encourage students to make positive choices about their behaviour and management of their emotions.

Head of Year Report - 30 behaviour incidents there will be a phone call home by the Head of Year and the student will spend 2 weeks on report to the Head of Year.

SLT report - this is the highest level of report and will be used at the discretion of the Team around the child. Students on report will report to a member of SLT. At this stage, parents will be invited to a meeting by the TAC. During these meetings, a conversation will involve discussions around intervention and outside agency support for the child. Parents and students will be expected to enter into an agreement regarding the next steps in order to change the behaviour of the student.

NB: the school reserves the right to consider an off-site direction or alternative provision if the student is persistently disrupting school business and is not responding to the interventions that the school has put in place.

Detentions

Detentions serve to reinforce a teacher's authority and reconfirm the school's expectations. A detention gives students time to reflect on their poor behaviour and allows them to understand that all actions have consequences. Where possible, students will be spoken to during after-school detentions to encourage them to consider how they might modify their behaviour in future.

C3A detentions will take place with a minimum of 24 hours notice given to the student's parents. These detentions are 30 minutes in length. The detention begins from the point the student arrives at the detention room. Where a student fails to attend a C3A detention, the sanction will be escalated to a C4 detention.

C4 detentions are after-school detentions that last for one hour and are served with a member of the Senior Leadership team.

The Student Support Provision

This will be used for C4 and conduct detentions. It will be used for C5 and internal suspension.

Students will be required to hand in their mobile device and earphones at the start of their SSP time. Work appropriate for their year group will be set for each student which they must work through during their time in the SSP. Students will work in silence. Where applicable, they will be taken for a walk, toilet break and to collect food 5 minutes before the start of break and lunch they will then return to the SSP room where they will be allowed to complete some mindful colouring or reading for the break/lunch session.

Students are required to complete their SSP time in full before returning to lessons. This means they must work to the best of their ability and behave according to the school code of conduct and specific SSP guidelines. Any student failing to do so will have their time extended. The TAC reserves the rights to issue SSP time plus for students refusing to complete isolation or repeating their poor behaviour choices.

Once a student has successfully completed their time, a monitoring report card will be issued. This is to ensure that students do not repeat poor choices and prevent them from returning.

The SSP is manned by the Senior leaders and the Team Around the Child. The wellbeing Mentor will deliver 1-1 intervention with any student in SSP for a minimum of 1 day with a view to supporting the students reintegration into the main school community.

Referral to Curriculum Leaders

Problems in the classroom which are not resolved may be referred to Curriculum Leaders. Curriculum Leaders may use a range of strategies to promote a positive attitude to learning. A Curriculum Leader will also contact parents by telephone or email to alert them to problems when appropriate.

Referral to Head of Year

The Head of Year will be the main driver for change across all personal barriers to learning. Targeted students on the basis of attitude to learning and attendance will be reviewed on a termly basis. Heads of Year will work closely with students, parents and staff to ensure that the student is given every opportunity to achieve their personal best.

Team around the Child intervention

More general problems with a student will mean that the team around the child becomes directly involved to work with the student to improve the situation. In extreme cases this may be referred to the Assistant Headteacher or Senior Assistant Headteacher with responsibility for Behaviour and Attitudes. Referrals may also be made to the Deputy Headteacher with responsibility for Culture and Standards, and in rare but specific circumstances the Headteacher.

The tutor, Head of Year or Senior Leader will often use the "On Report" system as a means of both encouraging a student and checking that improvements are taking place. Parents will be asked to sign the "On Report" to show they have knowledge of the intervention.

As a team we follow a phased approach to addressing challenging behaviour. A number of interventions will support each level.

The Use of Positive Handling

A member of the School's staff may use positive handling in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including their own).
- Engaging in behaviour prejudicial to maintaining good order and discipline at the School.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of Meopham School will normally use other methods to resolve situations. De-escalation techniques may include active listening, the use of non-threatening body language, offering alternative choices and options, and setting clear boundaries. In addition, key staff are trained in Positive Handling strategies. Please refer to the Positive Handling Policy for more details.

Suspensions and Exclusions

For the most serious incidents of poor conduct which significantly impact the school culture the Headteacher reserves the right to use Suspension and Permanent Exclusions. Please refer to our Suspensions and Exclusions policy which can be found on the school website.

SECTION 10

EDUCATIONAL NEEDS AND DISABILITY (SEND) AND VULNERABLE INDIVIDUALS

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, students with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house counselling service to offer 1:1 support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the student's behaviour.
- Adjusted curriculum provision.
- An adapted timetable with an agreed timescale.
- Student Services meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Planning Officers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.

- Referral to outside agencies such as: LIFT, Child and Adolescent Mental Health Services (CAMHS), or the Virtual School for Children in Care.

Risk Assessments and Risk Reduction Plans:

- The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each seasonal term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.