



THE MARK WAY SCHOOL

BEHAVIOUR POLICY INCLUDING THRIVE

At The Mark Way School, we aspire to develop the highest possible standards for behaviour in our young people. It is our hope that our students will display impeccable behaviour at all times, will be courteous and respectful of each other and communicate with staff and peers in an appropriate and effective way. We support our students to become good citizens, who contribute positively to our school and wider society. Our school virtues support students in understanding and achieving this aim.

The school virtues are:

- **Communication**
- **Responsibility**
- **Tolerance**
- **Respect**
- **Resilience**
- **Independence**
- **Courage**
- **Organisation.**

Students can collect virtue point throughout the school day to support them in understanding the behaviours that make a good citizen. In addition to this the school has a 'Behaviour Code' (Appendix A) which is very simple and enable students to access their learning and understand expectations placed on conduct throughout the school.

At The Mark Way School, we expect our students to conduct themselves with respect and good manners at all times. We recognise that a lot of our students find this challenging and need our support to develop these skills and we endeavour to provide them with the strategies and interventions to support them in achieving this. We encourage our students to reflect upon their behaviour in order that they can make positive adjustments with support over time. We always seek and enable our students to take responsibility for their behaviour and praise them when they are able to do this successfully. We never make excuses for our students but will take individual approaches according to the specific need of the individual. We will use Price, our Behaviour Code (Appendix A) and Thrive to develop the highest possible standards of behaviour in our students.

We recognise that our students have a range of special educational needs that include communication, social and mental health needs that can impact negatively on their behaviour, safety and welfare. It is for this reason that we adopt a 2-tiered approach to behaviour support and management. The vast majority of our students respond well to and develop good behaviour habits in response to our 'Behaviour Code' (see Appendix A) but some students require further interventions to support them.

Early Intervention/Day to day practice.

We meet and greet all students at the start of the day allowing us to assess who might need emotional support before their learning starts. This support is then put into place to support the student accessing school in an emotionally positive place ready to learn.

Thrive

For students who may have a statement for SEMH, have Social Services involvement, Looked After Children, Attachment Disorder we use the Thrive approach to help develop good behaviour habits or who are hard to reach.

Our Thrive trained practitioner will screen students based on data analysis. This will lead to an Individual Behaviour Management Plan being developed for key individuals as part of the Thrive Programme. This is very much part of a 'long term' approach: Behaviour scores will be recorded at the start of a programme and monitored throughout allowing us to analyse the effectiveness and targets being used.

Training and Support

Trained staff ensure that students can access therapeutic interventions that will support them in modifying their behaviours. This includes ELSA, SALT, TALA and Price. We believe trained staff will return to school with a greater understanding of their own behaviour and how it may affect others. In-house training both formally and informally enables expertise to be shared across the school. The sharing of good practice amongst the staff team allows staff to know best practice in the school as a whole school approach and for individual students.

Regular meetings are held amongst the staff team to address the behaviours of our Target 8 students. During these meetings staff problem solve together and develop a plan of approaches to support them in accessing their learning positively.

Behaviour Management Strategies

This involves positive behaviour management in line with Price principles. When behaviour is observed, staff are asked to firmly and calmly address the behaviour using simple language to minimise further stress and anxiety.

Proactive Strategies

- Awarding Points (Achievement, Behaviour and IEP Points every lesson allowing students to reflect on their achievement and discussing this with them.
- Profiling of students through the EHCP, database, knowledge of the students and other agency reports, (e.g. Educational Psychologists and Occupational Therapist, Speech and Language Therapist etc.) leading to individual strategies and provision in class to support teaching and learning. This is shared on the Pupil Profiles found in the Olive Green 'Pupil Profile Folder' found in every classroom.
- Recognising outside influencing factors on behaviour and supporting students in accessing support, developing resilience and using approaches to manage their behaviour at times of anxiety and stress. This approach to behaviour enables us to minimise occurrences of disruptive behaviour.
- The school awards virtue points to encourage and reward good choices in class and around the school. Therefore, the staff are asked to Label Behaviours that demonstrate good citizenship and awarding school virtue points to support this good behaviour.
- Sending students postcards to reward good choices and that label virtue(s) the student has demonstrated.
- Students with the greatest number of points are able to have first choices in reward trips and activities.

Reactive Strategies

- Awarding of behaviour points in each lesson (B Point), when these are not achieved discussing with the member of staff concerned the reason for not achieving the B point and what behaviour would have seen the achievement of the B Point.
- 3 warnings for low level disruption labelling the behaviour from the code of conduct sought allowing 'take up' time between each warning.
- Allowing students to have 'time out' or a 'brain break' if this is required for a short period to enable them to refocus on their learning.
- Issuing 'Reflections' during break and lunch times to give students opportunity to reflect on their behaviour and to discuss it with the member of staff who issued the payback. (Recording these on the database).

- Issuing an after-school reflection where break and lunch time reflections have not been successful or have not been attended. (Recording these on the database).
- If a student absconds from the classroom a member of staff from that lesson must monitor them to ensure they are safe. At these times staff are asked to use their professional judgement as to whether a student is ready to discuss the problem and their behaviours, and they must keep the student in their sight at all times. Minutes out of class should be recorded on the database and these will make up a 'reflection' during a break or lunchtime, if they fail to attend the student will do an after-school payback arranged with their parent or carer.
- Diversion can be used for a student who is not managing their behaviour, this will enable them to access something positive that they can achieve and de-escalate the behaviours. This could include Sensory Modulation Occupational Therapy and/or 'jobs' for the student to carry out around the school.
- Students can be taught in isolation. This is staffed and logged and can happen in various locations around the school.
- We may decide to teach that student on a 1:1 basis at a location other than The Mark Way School. The student will have the opportunity to reflect on their behaviour with support from TALA and ELSA. This decision is made in consultation with the Behaviour Lead.

More Serious Incidents

- Ensure the student who is demonstrating extreme behaviour is safe and all other young people are safe ask for help as you need it from any other staff member of staff team.
- Students in the school are encouraged to use the library spaces and the outdoor spaces if they require it to calm down.
- Removal from a situation is used through the Price approach if this is necessary. This approach is to be used as a last resort only if the student is a danger to themselves, to others or sometimes to property (see Physical Restraint Policy).
- Use of reflection sheets enable students/staff understanding of the incident and to discuss how to prevent incidents from occurring again. It also gives the students the opportunity to feel they are being heard (held on the T Drive).
- At The Mark Way School, we feel that excluding students has little impact on their ability to make good behaviour choices. Exclusion is used as a last resort and to give the student time to reflect and calm down and the school time to modify what is in place for a student and adaptations to be put into place in the physical environment and learning environment.

Searching Students (Appendix B)

- Following the 'Searching, screening and confiscation' (DfE January, 2018) guidance the school can:

- Search a pupil for any item if the pupil agrees, it is understood that the ability to give consent may be influenced by the child's SEN.
- The Headteacher and the Deputy Headteacher have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence or
 - To cause personal injury to, damage to the property of, any person (including the pupil).
 - Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for, in our school this includes:
 - Mobile Phones and other electronic devices.
Please see specific guidance on 'Searching, screening and confiscation' (DfE January, 2018) regarding electronic devices.

The person carrying out the search must be the same sex as the pupil being searched and a witness, if possible, the same sex must be present. The search can only be carried out on the school site or where the member of staff has lawful control of the pupil, for example on school trips. Please see Appendix B for further information regarding this. All staff have been given a copy of the 'Searching, screening and confiscation' (DfE January, 2018) and this should be read in conjunction with this policy.

Any search carried out should be done under the guidance of section 9, P10 of 'Searching, screening and confiscation' (DfE January, 2018) (Appendix 2) and only involves removal of outer clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but outerwear includes hats; shoes, boots, gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes school drawers, lockers and bags.

Peer on Peer Abuse

This information should be read in conjunction with KCSIE (Sept 2023) and the school's Child Protection Policy.

The Mark Way School does not tolerate Peer on Peer Abuse and proactively seeks to educate its students on acceptable behaviour, socialisation and consent. The school has created a culture that ensures that all understand this is not acceptable behaviour, regardless of special educational need, gender or sexual orientation, this falls within the school virtues of respect and responsibility. All staff are responsible for acting upon any incidents of peer on peer abuse using the Behaviour Policy and reporting systems in the school, all cases are and will be taken seriously. Parents/carers will always be informed of cases of peer on peer abuse and the school will work with both the victim and the aggressor in addressing the issues. Parents/carers are expected to support the school similarly in such issues and the reactive measures that will be taken when an incident occurs.

This is covered in the curriculum via the Religious Studies Curriculum, PSHE Curriculum and ICT Curriculum, and assemblies, please see these curriculum plans for further information. The school actively encourages visitors from the NSPCC, Youth Crime Prevention Team, police to discuss such issues and ensures all young people are aware of who the DSLs in the school are and the use of Childline.

Further, the school uses its therapy interventions (ELSA, Thrive, TALA) proactively to address any areas of concern and to support individual students in making good choices regarding their behaviour towards peers. The school does not consider 'banter' about sexual issues, rumours about others or sexualised language as being acceptable behaviour and staff will pick up on such behaviours about the school. The school supports parents/carers in how to monitor social media use at home and asks that they actively take responsibility for ensuring their young person remains safe when using such platforms.

School staff aim to know and understand the words used by our young people, that may not be common language for adults; this means language that is deemed to contribute to peer on peer abuse can be picked up by staff and addressed through the Behaviour Policy.

Issues of Peer on Peer abuse should be reported both of our Behaviour recording system on the school's database as well as My Concern, as it is additionally a safeguarding issue (please note that sometimes it should not be recorded on the behaviour reporting system in extreme cases and only on My Concern, staff who are unsure should speak to a DSL). Ensuring incidents are recorded enables staff to spot patterns of behaviour for individual children and ensure the correct response, whether proactive or reactive, are taken.

School staff have developed this policy in conjunction with the leadership team and participate in training from the KCSIE guidance to ensure good understanding of peer on peer abuse. School staff are role models for behaviour and therefore always act appropriately to ensure they show examples of positive behaviour.

Proactive Strategies for Peer on Peer Abuse

- Open and honest culture where incidents of peer on peer abuse are reported and addressed, ensuring all students and staff understand the reporting process:
- ELSA
- Thrive
- TALA
- Play Therapy
- RS Curriculum
- PSHE Curriculum
- ICT Curriculum
- Assemblies
- Visiting speakers e.g. NSPCC
- Speech, language and communication support
- Referrals to Youth Crime Prevention

Reactive Strategies

Reactive strategies do depend on the severity of the incident and this will inform the action the school takes to address the scenario. However, the school will always address any issue that is brought to their attention. Reactive strategies include:

Aggressor:

- Therapies intervention to discuss the situation
- Speech and Language intervention
- Liaison with parents/carers
- IBMP
- Referral to Youth Crime Prevention
- Referral to the police
- Fixed Term Exclusion
- Permanent Exclusion

Victim:

The school recognises that a victim of peer on peer abuse is likely traumatised by the event and requires support and understanding to enable recovery as well as ensuring continued attendance in school. The school will always support victims by:

- Liaison with parents/carers
- The right to not be around the aggressor in school and made to feel safe
- Creation of plan to support the victim to feel safe and recover from the experience
- Identification of a key person(s) to support the victim through this time
- Therapies intervention
- Referrals to therapies outside of the organisation
- Signposting to any organisation that can help
- Transparent sharing of information with other agencies who may be investigating an incident.

Physical Interventions

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Please read this in conjunction with the Physical Intervention Policy, the school uses Price approaches to physical interventions.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- The guidelines on P11-12 'Searching, screening and confiscation' (DfE January, 2018) should determine how items confiscated will be disposed of in discussion with the Headteacher and the Deputy Headteacher.

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.
- The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise the searching powers in a lawful way.

For further information on how to carry out searches, confiscation of all things and specifically statutory guidance for dealing with electronic devices (p13) please refer to 'Searching, screening and confiscation' (DfE January, 2018).

Record Keeping

All record keeping is compliant with GDPR and the school's data protection policies.

Behaviour Logs

- Behaviour logs are recorded on the school's database, staff are to fill these in as soon as possible giving the details of behaviour and what action has been taken regarding the behaviour. It is important these are kept up to date as they inform the Tutor and the Behaviour Lead about patterns of behaviour and enable them to form intervention to be included on and Individual Behaviour Management Plan (IBMP) as required. Where Physical Restraint is used this is recorded in the Physical Restraints book held by the Deputy Head.

My Concern

- Where there is a safeguarding and/or child protection concern this is additionally (or solely in some cases) to be recorded on the My Concern reporting tool. If you are unsure of which to use discuss this with the Behaviour Lead and/or the DSLs.

Minutes Out and Behaviour Point (B Point)

- Achievement of B points is recorded on the database and discussed with the student concerned when they have/have not achieved their point.
- This allows target students to be identified and interventions to be put into place to support the behaviour of the Target 8 students.

Restorative Interventions

- ELSA, TALA and Thrive – these members of staff meet weekly to discuss students causing concern and to identify anyone requiring pastoral support.
- Restorative Justice Meetings are held regularly for students to encourage them to talk through conflicts.
- Social Programmes are used with students as it is crucial that students with poorly developed social skills and communication needs have the opportunity to understand the impact of their language and are taught by staff how to communicate more effectively.
- Use of reflection sheets enable students/staff understanding of the incident and to discuss how to prevent incidents from occurring again. It also gives the students the opportunity to feel they are being heard.

Please also refer to the following policies:

- Anti-bullying
- Physical Intervention Policy
- The Mental Health Policy

Reviewing this policy

This policy was reviewed by the Headteacher and Deputy Headteacher in Autumn 2024 and approved by the Governors in Autumn 2024.

It will be reviewed in Autumn 2026 or earlier if required.

Headteacher: ...  ...Date: September 2024.....

MARK WAY SCHOOL BEHAVIOUR CODE



- Show respect to people and property



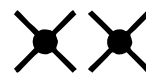
- Take part in lessons and do your best



- Do as you are asked



- Be in the right place at the right time



- Take responsibility for your actions