



Behaviour (including Bullying) Management Policy
Responsible person – Residential Services Manager
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Date	Reviewed by	Amended (Y/N)
Autumn 2005	Ian Wilson	Yes
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Meath School Behaviour (Including Bullying) Management Policy

Mission Statement

We work to create a calm supportive learning environment where high standards of behaviours are expected and respected from all members of the school community.

Introduction

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 a positive environment for everyone.

The document incorporates Behaviour Management, Reasonable Use of Force (Physical Intervention), Preventing Bullying, e-Safety (also see e-safety policy), Screening Searching and Confiscation and 15 appendices.

The pupils at Meath School present with severe and complex speech, language and communication needs (including Aspergers Syndrome learners) that 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 coping with the frustrations of their communicative needs. We must also recognise the communicative importance of all behaviours whether they conform or not. For some pupils, a lack of understanding of unwritten rules mean they require a highly structured approach to achieve acceptable 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 environment
- Need visual representations/explanations/to be shown how to undertake even the simplest 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 bizarre behaviour
- 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
- Find it difficult to accept praise

Aims

The aims of this policy for pupils are to:

- Develop pupils' self esteem, discipline and self control
- Develop pupils' independence and sense of responsibility
- Develop a strong sense of community amongst all
- Develop social skills
- Develop a positive, non threatening environment for all
- Enable pupils to be on task with their learning
- Encourage accountability for behaviours

The aims of this policy for staff are to:

- Provide consistency of expectations and handling across the school teams.
- Build confidence when dealing with difficult behaviour
- Offer support and guidance
- Provide a safe and secure environment for adults and pupils
- Be part of and provide a positive, non-threatening environment

Standard of Behaviour

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

Principles

- Every pupil should be considered as an individual, and in the context of his 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 involved in monitoring and changing unacceptable behaviours. Pupils are encouraged to use discussion and negotiation to develop awareness of their own behaviour and to promote self-discipline.
- Poor behaviour patterns should be turned to lead to positive learning experiences. We should be working to change the behaviours, not the personality.

- Good behaviour 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.
- De-escalation techniques and pre-emptive strategies are always used before any other behaviour interventions.

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 classrooms. The core team (class, care setting, and playground support) is responsible for establishing this 'code of conduct'. The school council will liaise with pupils in setting and agreeing 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
Tick charts	Non-verbal, i.e. encouraging gestures
Negotiated rewards, i.e. trophies, and facial expressions	expressions
Toys	Awards
Certificates	

Food is only used as a reward/motivator for pupils in Red Class when they first join us 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 Red Class.

- Sanctions should relate to the actions the pupil has committed. 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 (once the pupil is calm and able to understand why they have been used).

Sanctions can include:

- missing part, or all of an activity or playtime, usually in order to complete class work
- calming down/thinking time, for example being given space, being withdrawn from a group or early bedtime
- with-holding a reward
- referral to a senior member of staff
- a short time in the empty Safe Room, always with adult supervision (outside the room if an adult presence in the room would exacerbate a child's negative feelings).

- The 'Safe Room' is used as an alternative to prolonged holding of a pupil who is threatening and/or hurting others or property, or preventing teaching and learning from taking place. It offers immediate, short-term provision in order that learning and teaching for the remainder of the pupils can continue uninterrupted. It is a safe place for children to calm. Whenever possible, the reasons for referral 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. It is a place completely free of furniture or any other, possibly harmful, distractions. For the safety of Meath learners (most of whom have no sense of danger) the door to the Safe Room has closures and handles to keep agitated children as safe as possible. Under no circumstances must a staff member hold the handles so that the door is in effect 'locked' on a child. If a child in the Safe Room opens the door s/he must be allowed to exit. The staff member will then need to:
 - a) track the child closely if s/he runs from the building, (alerting another adult as to the situation) and/or
 - b) call for extra adult help to keep the child, other children and property safe.

Parental permission to use the safe room must be secured as soon as a child is deemed to need this behaviour interventions (See Appendix A).

- 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 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. (see Appendix A1). Staff using the form for the first time will complete it with the help and guidance of the Assistant Head.
- 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 Support Plan, or in a less formal meeting 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 morning staff briefing meetings should be used to share this information

across all staff to ensure consistency. Behaviour Support Plans should be in view in the staff room. Care staff should have full information at handovers.

Severely disruptive behaviour which includes damage to persons or property will be taken very seriously and would swiftly lead to a Focus Meeting (see Appendix B for procedure). The Functional Analysis of Problem Behaviours [see Appendix C] may be helpful in guiding an individual or team through consideration of the problem.

- G.A.S. (Good Attainment Scaling) targets setting and analysis of data should be used at any point to clarify antecedents, times, and progress in behaviours (see Appendix D). They are helpful in setting small, achievable steps to improve behaviours.
- The system of Red Discs will be used to ensure that any adult is not unsupported, in a difficult situation or in need of assistance (see Appendix E for details of the procedure). The walkie-talkies can also be used to call for additional adult support if required
- Behaviour Support Plans (see Appendix F1 & F2): disruptive behaviours are identified and tracked (F1) and thereafter a Behaviour Support Plan (F2) will be produced as a result of a focus meeting. The Behaviour Support Plans are accompanied by full notes of explanation as to their purpose and use. These plans are not active until signed off by staff and parents/carers. Plans should be shared at the morning staff briefings and with the Care team where appropriate.

Parents/Carers

- 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 and informal meetings with parents/carers are all used to maintain communication between staff and parents/carers.
- Parental/carer understanding and support of this behaviour policy, and the reinforcement of this policy whilst the children are at home, is continually encouraged. For this reason, a copy of the Parents Guides on Behaviour (Appendix G) and Bullying will be distributed to parents/carers at the beginning of every academic year (See Appendix H). Parents/carers can request a fully copy of the Behaviour (inc. Bullying) Policy from the school at anytime. Parents/carers are encouraged to contact the class team with regard to any queries, concerns or suggestions for improvement.
- The family support worker is available to support families/carers and staff with behaviour management issues and to put plans in place where needed.

Exclusion

Although unlikely at Meath that we would exclude a child, if we did need to follow this route we would be guided by the ICAN Exclusion Guidance and Procedures (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 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.

USE OF REASONABLE FORCE (Including PHYSICAL INTERVENTION)

What is reasonable force?

DfE (2012) says that 'reasonable force':

...covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

When we would use reasonable force:

We will only use reasonable force when absolutely necessary (i.e. when de-escalation techniques have failed), and this will never be used as a form of punishment. Reasonable force may be used for:

- Preventing a pupil from attacking a member of staff or another pupil
- Restraining a pupil at risk of harming themselves
- Removing a disruptive pupil from the classroom
- Preventing a pupil from behaving in a way that disrupts a school event
- Preventing a pupil from leaving the classroom where to do so would mean them risking their own safety or that of others

Who can use reasonable force?

Any member of staff at the school has legal power to use reasonable force. It can also include people who the Principal has temporarily put in charge e.g. an adult volunteer.

Physical intervention

The school has adopted the Team Teach approach to behaviour, control and restraint. All incidents where physical intervention is used will be dealt with according to Team Teach principles.

Physical intervention should be a last resort. However, we must at all times prevent the pupil injuring themselves, hurting another pupil or adult, preventing other pupils from learning, or seriously damaging property.

All staff in regular contact with children will undertake Team Teach training, followed by regular updates. In any physical intervention, staff members who have not yet received this training will act under the direction of a member of staff who has received that training. They should always seek a trained staff member to help and support. Untrained staff are not expected to become directly involved with the handling of a child.

If an untrained member of staff has to be involved it will be under the direct guidance of a trained member of staff. However, if an untrained member of staff needs to use reasonable force in circumstances where a trained member of staff is not present or available, they should do so within the procedures described herein. At all times the best interest and safety of the pupil/s is paramount.

If intervention is necessary, and a trained adult feels unsupported, the Red Disc system must be used as quickly as possible (see Appendix J for Team Teach principles and procedures).

An intervention may involve using supportive and encouraging physical contact (e.g. friendly hold, single elbow hold) or by using more restrictive physical interventions (e.g. the wrap). This latter is seen as a last resort, where all other ways of dealing with an incident have not/would not be effective.

'Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain (Team Teach 2012)'.

In recognising that it will sometimes be necessary to use minimum reasonable force to control or restrain a pupil, all staff working with pupils are directed to DfE: Ensuring Good Behaviour in Schools: Use of reasonable force (April 2012). For current government guidance see Appendix K.

'Team-teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe'. (George Matthews, Director - Team Teach)

Every incident where a more restrictive level of physical intervention has been used (i.e. not when using a friendly or single elbow hold) must be entered in the Physical Intervention Record within 24 hours of the event, and details of procedures used must also be listed there. There will be a corresponding entry in the Behaviour Book. Parents/carers are to be informed via telephone or the home-school diary. These procedures should be recorded by an adult who witnessed the incident and/or was directly involved in it.

Occasionally staff may need to lift smaller children to ensure their and others' safety. In these cases staff must be mindful of Team Teach principles to prevent injury to the child or themselves.

All children and staff are encouraged and supported to discuss with an adult any incidents of restraint that they have been involved in, witnessed or been affected by.

Complaints

Complaints about use of reasonable force should be dealt with through the normal school complaints procedure. When there has been a complaint the emphasis is on the person making the complaint to prove the allegations are true and not on the member of staff to show that he/she acted reasonably.

No member of staff will be automatically suspended following a complaint, but if suspended will be provided with a named contact for support. When making a decision about taking disciplinary action the school should consider whether the member of staff acted within the law.

Other physical contact

At Meath School we do not have a 'no touch policy'. It is not illegal to touch a pupil and there are occasions when this is proper and necessary and can include (but not restricted to):

- Holding hands when moving from place to place
- When a pupil is distressed
- When a pupil needs a hug/reassurance (especially our younger pupils)
- When congratulating or praising a pupil
- When demonstrating how to use a musical instrument or other equipment
- P.E.
- O.T.
- S.L.T (oro motor programmes)
- Giving first aid/applying sunscreen

Physical contact must always be appropriate to the occasion and inside professional boundaries. There is an Intimate Care policy for those children who need such assistance in school or the residential setting.

PREVENTING BULLYING

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 of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Bullying behaviour 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 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 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 e-Safety Policy).

Bullying can take place between:

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

What is Bullying?

Bullying is planned, repeated behaviour by an individual or group, usually repeated over time, that has purposeful intent to hurt another individual or group either physically or emotionally.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- Bullying is vindictive
- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyber-bullying. If the victim might be in danger, then urgent intervention is required.

Bullying can include:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racist taunts, graffiti, gestures, behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities to deliberately upset someone else. Also see e-Safety Policy.
Special Needs	manipulating or making the disabled person do something they should not, or deliberately engineering their discomfort or isolation

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

It may not be possible to convey to many of our SEN pupils exactly what bullying 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 is. Meath pupils can misinterpret some interactions as bullying, but investigation often reveals confusion over the word and concept (e.g. with our ASD learners).

The aim of our preventing-bullying 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 are unacceptable.
- To make everyone feel safe and encourage pupils to report incidents of bullying.
- To support and protect victims of bullying and ensure they have someone to talk to and are listened to.
- To help/support pupils who display bullying behaviour to change their attitudes and understand why it needs to change.

The objectives of our preventing bullying policy are:

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

What we do to prevent bullying:

- Convey a clear understanding of acceptable and unacceptable behaviour.
- Have a school wide expectation of acceptable behaviours
- Provide positive role models.
- Be supportive of each other.
- Regular behaviour discussions in staff meetings.
- All pupils have a 'help card' with named adults they can talk to.

Staff will:

- Provide a high level of supervision and observe, record and report any incidents of bullying behaviour and follow the Bullying Procedure (see appendix L) 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 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 will be properly recorded by the school, and the record is updated as necessary throughout an investigation.
- Parents of all pupils involved will be informed of what has happened and how it 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 is unacceptable.
- Safeguarding procedures will be followed when child protection concerns arise.
- Use specific anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying when school staff do not have the relevant expertise.

Strategies for preventing bullying:

- Friends Awards half termly
- Star of the week positive reward system.
- Residential reward charts.
- Displays of posters/leaflets.
- Cross-curriculum lessons.
- Student Council/Forums.
- Playground buddying.
- Support for parents/carers including Family Support Worker.
- Recommendations from our Standard 20 Inspector.

Screening, Searching 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.

Members of staff can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited or stolen item.

The Screening, Searching and Confiscation Guidance (DFE, 2012) states:

- School staff can search a pupil for any item banned under the school rules, if the pupil gives verbal consent (including pupils' bag and pockets).
- School staff can ask a pupil to turn out their pockets or bag and impose a punishment if they refuse.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items (see below).
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

The following are prohibited and must not be bought into school and as well as being confiscated may result in the police being informed:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Pornography
- Fireworks
- Cigarettes and other tobacco products
- Stolen Items

These items will not be returned and will be disposed of accordingly (if necessary after taking police advice).

We acknowledge that the journey to and from school is often long for most of our pupils and that they bring items from home (e.g. computer games) to keep them occupied on the journey. These items are to be left in the front office for safe keeping and the pupils can then pick them up when they leave to go home.

If a pupil is to be searched then the following will happen:

- If possible the member of staff conducting the search will be the same sex as the pupil being searched.
- If possible there will be a witness (also a staff member) who should, ideally be the same gender as the pupil being searched. A pupil may be searched by a member of staff of the opposite sex without a witness if the staff member believes that serious harm will be caused by someone if they do not carry out the search urgently or that it is not reasonably practical for the search to be witnessed in this way.
- The person conducting the search will only ask for the removal of outer clothing (coats, hats, shoes, boots, jumpers, gloves and scarves) and may ask a pupil to turn out their pockets or bags. They may not do an intimate search (removing clothing that is worn next to the skin or immediately over underwear).
- Reasonable force may be used to conduct the search.
- Parents/carers will be informed through either a phone call or in the home/school diary depending on how serious the incident is.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Support and Training

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

- Regular updating of information about, and increasing staff awareness of, behaviour issues.
- Provision of opportunities to discuss examples of behaviour management.
- Training of TeamTeach for behaviour management, restraint and control where appropriate.
- Provision of time to feedback to groups of staff from relevant courses.
- Relevant articles and books are available in the Staff Library.
- The Behaviour Policy is included in induction packs. 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 (including Bullying) 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 (including Bullying) Policy.

It is recognised that all staff need support in implementing the Behaviour (including Bullying) Policy, particularly when 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 Team can be called to any major disruptive incident and will monitor the well-being of the staff as well as the pupil involved during and after 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 Family Support Worker, although a part-time member of staff, 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.
- As a staff we are committed to investing authority in all members of a team.

Recording and Monitoring [Summary see Appendix M]

Formal systems of recording and procedures for using them have been established. Copies are included in the Appendices.

- The Behaviour Book - all incidents causing concern are to be entered within 24 hours of the event (see sample page, Appendix N). This record also includes a check box in which staff can indicate any incident which appears to have a racist element or basis.
- The Physical Intervention Book - any physical intervention used for overt control or restraint must be entered within 24 hours after the event, and a corresponding entry made in the Behaviour Book (see sample page, Appendix P).
- A Sanctions Book is maintained by the Residential Services Manager. Within this, a record is kept of all sanctions used which are permitted, but are beyond the norm described within this Behaviour (including Bullying) Policy.
- Accident and Health and Safety forms may need completing, if appropriate, [c.f. Medical and Health and Safety Policies]; (see Appendices Q for examples of these forms).
- Monitoring of changes to behaviour as a result of introduction/increase/decrease/change of medications. (See Appendix R). These should be shared with families and medical teams involved.
- A flow chart of when and how to record in the Behaviour and Physical Intervention books detail then escalation of interventions for adverse behaviours (See Appendix S).
- Focus Meeting forms - for recording discussions and actions.
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- Causes for concern must be recorded in the Significant Incidents Book, held by the Head teacher [c.f. the Child Protection Policy].
- Risk assessment form

Monitoring of policy implementation is also formalised:

- The Principal regularly monitors and analyses entries in the Behaviour and Physical Intervention Books to see if there are any patterns or trends which need specific actions.
- The standard 20 inspector also monitors these books and the Focus Meeting file half termly to ensure consistency of use. The Focus Meeting file is kept in the staff room.
- Regular termly reports are made to the Governors.

All staff have regular opportunities to have input into the continuing development and review of the Behaviour (including Bullying) Policy and related procedures.

Equality and Inclusion

At Meath School we will continuously seek to ensure that all members of the school community are treated with respect and dignity. Every individual will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability, and other factors as detailed within the school's Equality Policy. These meet in full the requirements of the Equality Act, October 2010.