

MELLAND HIGH SCHOOL

SCHOOL BEHAVIOUR WALK

**Behaviour and Engagement
Observation and Support Plan**

Date : 22nd Feb 2019

AIMS

The purpose of the visit was to have a look at behaviour throughout the School with a particular focus on pupils causing concern in particular year groups. The school was visited on 2 separate occasions to obtain a better overall picture of both the school as a whole and the individuals concerned. Having previously visited the school I was fully aware of the diverse range of pupils with a variety of physical, social, emotional and educational needs. Despite being a new build the school environment is not ideal for reducing risk of individuals and there is a fairly big distance for staff to move between the two particularly if those staff are needed to support young people. There is also no support room in certain parts of the school for pupils to access if they dysregulate during lesson time.

OVERALL BEHAVIOUR

All areas of the school were observed at random and at various times of the day. Despite the needs of the pupils and historically some very challenging behavior, Melland is a happy and welcoming school where both staff and pupils enjoy coming to school. Routines and structure are in place that are adhered to and potentially difficult transitions such as coming into and leaving the school are smooth and relaxed. Both staff and transport teams are aware of their role. Pupils are greeted at the door and move through the school in an orderly fashion, assembled in the hall and taken to their Tutor groups without fuss. The reverse procedure occurs at the end of the day. Staff numbers are high reducing the risk of any incidents. Other transitions for the young people are also well managed with pupils who are more vulnerable being monitored more carefully during these times.

Behaviour in the school is underpinned by a group of experienced support staff who are known as the Behaviour Team. The majority of these staff are very experienced and have many years service at the school. In general I am not in favour of such Teams as they sometimes take away responsibility of the rest of the staff for behaviour. This is not the case in Melland. Staff support staff in times of crisis or where young people struggle to manage themselves emotionally due to environmental or academic demands on those individuals. Breaks and Lunchtimes are adjusted to support these individuals. The team support each other also to allow each other to have breaks and although staff have excellent relationships with pupils it is important that these young people do not become too reliant on one individual and feel that this is the only person that can support them. The school share knowledge of these pupils such as triggers, likes and dislikes, preferred practice with each

other verbally and in plans which are shared with other members of staff to reduce the risk of behaviours occurring around the school.

Melland admits pupils with a large range of background and needs. Even with this wide diversity of young people attending there are a small number of pupils who do not fit in with the profile of a young person attending the school and this seems to have been a default strategy as these young people did not fit into the profile of other schools in Manchester either mainstream or special. These young people were of particular interest with regards to their behaviour and effect on operation, ethos and culture of the School. Four Students were highlighted as currently presenting behaviours that challenge. Two visits were made to the School in November 2018 and January 2019 and the four Students were observed on both occasions.

Around the School on both occasions behaviour of pupils was exemplary in both lessons and during transitions and unstructured times. Students managed themselves but were supported by adults with a balance being achieved between control and independence.

Mike Glazebrook

Behaviour and Engagement consultant

