



# MEADOW PARK SCHOOL

## **Behaviour Policy**

Approved by:

LGB

Date: 25 September 2023

Last Review

September 2023

Next Review Due By:

September 2024

## 1. Core Values for Staff to support the behaviour for learning

- **Nurturing Excellence:**
  - Know your students
  - Providing clear rituals and routines which are taught to students
  - Use positive framing to support young people
  - Maintain high expectations at all times
- **Growing Aspirations:**
  - Provide academic rigour for all students
  - Offer opportunities for success
  - Linking strong learning behaviours to future successes
  - Staff role modelling professional behaviours
- **Thriving Together:**
  - Explicitly teaching kindness, empathy and mutual respect
  - Developing students' social and emotional skills
  - Encourage collaborative learning

## 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school:
  - Nurturing excellence
  - Thriving together
  - Growing aspirations
- Outline the expectations and consequences of unacceptable behaviour, including bullying and discrimination
- Provide a consistent approach to behaviour management that is applied equally to all students
- To ensure that school and home work together to encourage positive behaviour
- To reduce the number of occasions when it is necessary to exclude students from our community
- To ensure that staff are supported to uphold high expectations of all our students in relation to behaviour and to use restorative practices when repairing relationships with young people
- To manage student behaviour with the expectation that they;
  - Align with the school's values
  - Develop and exercise self-control
  - Understand that actions (both positive and negative) have consequences
  - Take pride in belonging to our school community
  - Demonstrate positive attitudes towards their learning
  - Take a strong stance against bullying in all its forms to ensure that the school community works harmoniously

## 3. 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](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

## 4. Definitions

In applying the Behaviour Policy, we will

- reinforce Meadow Park School's values of Nurturing Excellence, Growing Aspiration and Thriving Together
- cultivate positive relationships between all adults and young people
- recognise everyone's contribution, no matter how small
- raise self-esteem through the development of student ability to self-regulate

In order to rationalise our approach, the following terms will be made in reference to the specific items listed.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**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 student)

## 5. Bullying

Bullying will not be tolerated at Meadow Park School. We continue to work with The Anti-Bullying Programme from the Diana Award to ensure that our response is robust and promotes an anti-bullying culture within our community of kindness.

Bullying is defined as the repetitive, intentional harming of one 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

Any incident of bullying must be recorded with the appropriate House Team (Head of House or Deputy Head of House) in the first instance.

The duty team dealing with the incident will record details of the perpetrator's actions and the impact upon the victim must be recorded fully on CPOMs and will be categorised appropriately using the relevant category. Action will be taken to ensure that both parties are dealt with appropriately.

The Head of House will develop a strategy for both of the affected parties.

## 6. Roles and Responsibilities

### 6.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 6.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- 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 students 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 students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### 6.3 Teachers and Staff

Staff are responsible for:

Creating a calm and safe environment for students

Establishing and maintaining clear boundaries of acceptable student behaviour

Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular students

Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly

Challenging students to meet the school's expectations

### 6.4 Parents and Carers

Parents and carers, where possible, should:

- Read 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.

## 6.5 Students

Students 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 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

Students will be taught to reflect on their behaviour choices and be provided with opportunities for restorative conversations.

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

## 7. School Behaviour Curriculum

Meadow Park School's behaviour curriculum is modelled on the three key values of Nurturing Excellence, Growing Aspiration and Thriving Together.. In order to achieve this, we expect students to:

- Bring the correct equipment to lessons
- Be on time
- Wear uniform correctly and with pride
- Be polite and speak to others how you wish to be spoken to
- Show patience, tolerance and respect for others
- Keep your hands, feet and personal comments to yourself
- Follow requests and instructions from staff first time
- Try new things
- Don't give up
- Learn from your mistakes
- Keep our school clean and tidy
- Phones should be off and away at all times
- Move around the school appropriately and safely

### 7.1 Mobile Technologies

We appreciate that mobile phones play a role in the safety of young people when travelling to and from school, but we also know that mobile phone use in school can lead to safeguarding concerns, a lack of focus in lessons, and reinforce social issues.

Consequently, mobile phones and accompanying devices (e.g. earphones / AirPods etc) are not allowed to be used or seen on school site. If a mobile phone or accompanying device is seen, it will be confiscated (and given to Student Services in an envelope – with name and year written clearly on it) and returned to the student at the end of the day.

Students who do not meet these expectations may be placed on a tiered mobile phone contract. See appendix.

The school cannot take responsibility for loss or damage of any mobile technologies incurred on school site.

## 8. Rewards and Celebration

Rewarding students effectively is the main way to teach students the behaviours that we value in our community and to help them to reflect on our expectations and engage in positive behaviours.

### 8.1 House points

Students will be awarded house points

- by their tutor, when they
  - wear their uniform correctly and with pride
  - are equipped for learning as expected
- by their teachers and support staff when they demonstrate the right commitment to their learning and progress
- by their enrichment teachers and support staff when they attend regularly and make a positive contribution to the activity
- by staff when they contribute positively within the school community

The number of House points students earn individually are discussed during Personal Development Time weekly.

The number of House points each house earns collectively are shared weekly through assemblies.

### 8.2 Rewards Assemblies

At the end of every term, each house will have a celebration and rewards assembly which is an opportunity for the House teams to celebrate the success and achievements of individuals, groups and the House as a whole. Certificates and badges are issued to those who have accumulated enough House points:

- Bronze – 500 House points
- Silver – 1000 House points
- Gold – 1500 House points
- Headteacher Award – 2000 House points

Academic achievement and academic progress is recognised through these assemblies with certificates and badges being awarded for specific subjects.

### 8.3 Additional Rewards:

Other rewards might include:

- Praise postcards from subject leaders for a particular piece of work exceeding expectations
- Praise postcards in class from subject teachers
- Praise postcards from tutors for continued excellent in standard of uniform and equipment
- Praise postcards from tutors for excellent attendance, or significantly improved attendance
- A Feel Good Friday nomination.

Additionally, there is an annual Awards' Evening at Meadow Park School. Students are invited to attend with their family for the event.

## 9. Responding to behaviour

## 9.1 Classroom Management

In lessons, incidences of unacceptable behaviour should be dealt with according to the Behaviour system.

The underlying principles of the system are:

- Sanctions are applied consistently and fairly without undermining students' self-respect
- Staff should use positive framing and model good behaviour for learning expectations
- Staff should challenge students to make the right choice
- Staff should offer students time to reflect and correct behaviours
- Learning opportunities are prioritised, so staff should only send students out of the learning environment as a last resort, and must ensure that missed work is completed, follow up conversations with relevant parties is completed and that a reflective conversation (through RJ practices) is conducted.

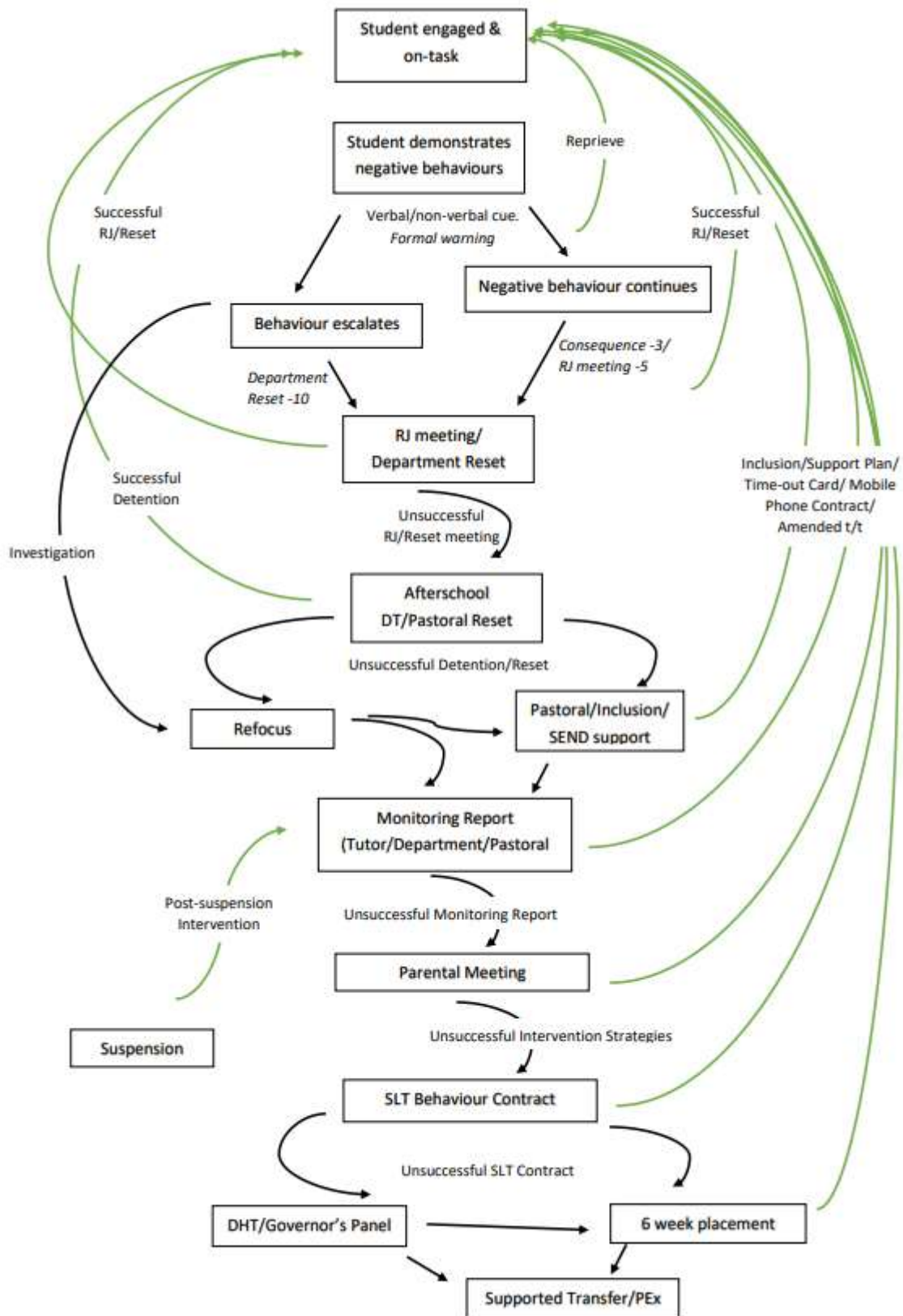
Staff at Meadow Park School are encouraged to develop a positive relationship with students, which may include:

- Greeting students 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
- Adapting teaching practices to meet the needs of the individual students
- Using positive reinforcement

Strategies for staff can be found in the appendix.



## 9.2 Behaviour Intervention Flowchart



### 9.3 Safeguarding

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

We will consider whether a student'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 (available on our website).

### 9.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Personal circumstances of the student will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

#### **RJ Meeting**

A restorative justice conversation between the member of staff and the young person will take place at a pre-agreed time. This may be at break, lunchtime or after school, with parents notified as appropriate.

#### **Departmental Reset**

In order to allow learning to continue, students may be removed from a lesson and placed into another lesson within the Department. The consequence for this will be completion of work missed, and a RJ Meeting. Parents will be notified when this has occurred and will be expected to discuss this with their child.

#### **Detention**

Failure to attend a RJ Meeting, or if this meeting was unsuccessful, will result in an automatic after school detention. Detentions will also be issued for significant behaviour issues, e.g. truancy, bullying etc. This detention will run from 15:15 until 15:45 and wherever possible, will be issued on the same day. Parents will be notified using the Synergy app and email communication. Attendance to the detention will be tracked, and missed detentions will be rescheduled for the following day. If attendance at detentions becomes a concern, parents will be asked to attend a meeting with a Head of House or Senior Leader.

#### **Refocus**

Students who persistently make poor choices will be expected to complete some intervention work in Refocus. The duration of the intervention will be decided on a case by case basis, in conjunction with the Deputy Headteacher and the House team. The student will be given an opportunity to review their behaviour choices alongside one of the pastoral team, who will also

review any additional strategies or interventions that will support the child's return to the classroom.

In the case of a serious incident, a student may be placed into Refocus to allow an investigation to be completed.

We recognise the importance of all students accessing high-quality education. Therefore, if a suspension can be avoided, it will be. Consequently, students may be internally suspended for a number of days to allow the provision to be reviewed and next steps to be decided. The reasons for this will be considered on a case by case basis but will usually include a review of education needs, safeguarding concerns, attendance at school and academic progress.

### **Report Cards**

There are three levels of cards which are reviewed weekly with two clear targets to support behaviour.

- Departmental report:
  - Parent conversation/meeting before beginning report
  - Two-week report
  - Up to three targets set by the class teacher in liaison with the curriculum leader and the student
  - These targets should be SMART
  - The targets are reviewed after each lesson
  - Parents to be updated as appropriate
  - Successes reviewed at the end of the two weeks
  - Next steps identified
- Tutor report:
  - Parent meeting before beginning report
  - Two-week report
  - Up to three targets set by the tutor in liaison with the Head of House and the student
  - These targets should be SMART
  - Reviewed daily by tutor
  - R&R conversation issued as appropriate
  - Parent signature expected daily
  - Successes reviewed at the end of the two weeks
- House report:
  - Parent meeting before beginning report
  - Half-termly report
  - Up to three targets set by the Head/Deputy Head of House and the student
  - These targets should be SMART
  - Reviewed daily by House team
  - RJ Meetings issued as appropriate
  - Parent signature expected daily
  - Outcome to determine next steps at the end of the half term
- SLT Behaviour Contract:
  - Formal parental meeting before beginning contract
  - Half-termly report
  - Head of House to provide behaviour review to SLT member
  - Behaviour contract agreed between SLT, parent and student
  - Short-term goal setting with clear success criteria
  - Bespoke reward agreed
  - Weekly update to parents
  - Outcome to determine next steps at the end of the half term

### **Suspensions**

All decisions to suspend a student for a fixed term are not taken lightly and only occur following careful consideration and agreement from the Headteacher. Suspensions will be considered when there is a serious breach of the behaviour policy. The voice of the child will be taken into account whenever a suspension is considered, and this may result in an investigation taking place before a decision is made by the Headteacher.

Any suspensions requested for 3 days or more should be accompanied by a Behaviour Investigation Report. See appendix for BIR checklist.

Following a suspension, a formal reintegration meeting will take place.

The aims of this meeting are:

- to re-establish behaviour expectations
- to set targets for improvement
- for parents and carers to engage in accountability and support the success of their child
- to prevent further suspension
- to identify interventions to enable the student to engage positively with an aspect of their learning

Analysis of suspensions data is completed half-termly by the Deputy Headteacher to review trends and apply any additional strategic priorities that may arise as a result of this analysis.

### **Meadow House Support Programmes**

Meadow House is our SEMH provision which is accessible for students who are at risk of suspension, or are demonstrating behaviours which indicate that they may have a social, emotional or mental health need.

The team at Meadow House run a series of inclusive interventions to support students with making positive choices, self-esteem and emotional regulation. Students will initially be removed from mainstream lessons and work at Meadow House in a small group or individually dependent on need. Students will then be supported by support staff to reintegrate back into their lessons.

### **House Team Mentoring**

Deputy Heads of House will utilise solution-focused approaches in order to support young people who are struggling to engage. This intervention may take the form of in-lesson support, one-to-one sessions and daily check-ins.

### **Behaviour Panels**

Students who have a record of persistently poor behaviour may come before a behaviour panel. Students will be asked to account for their behaviour and given close support and guidance to change their behaviour over an agreed period of time when it is reviewed.

Where a student has had 15 days' worth of suspensions in a single term, or 45 days across an academic year, a behaviour panel will be triggered for the Governors to review the case.

### **6 weeks preventative placement**

Students will spend 6 weeks at a different mainstream school to reset their behaviour and address issues ready to return to Meadow Park School.

### **“Supported Transfer” / Managed Moves**

In certain circumstances, the school may discuss the use of a managed move, where a student will trial a place at another school as a possible 'fresh start' for 12 weeks and if successful will stay at the host school. In Coventry, this is referred to as a “Supported Transfer”. This may be utilised in such instances as a student receiving a repeated number of suspensions or at risk of permanent exclusion. In these instances, this will be down to the school to decide whether to recommend a supported transfer and would result only following an extended discussion with family.

### **Permanent Exclusion**

For the most serious incidents of behaviour or conduct that are fundamentally opposed to the Behaviour Policy and positive learning ethos of the school, the Headteacher will consider a

permanent exclusion. Meadow Park School will endeavour to put support strategies in place to ensure that a student is not in danger of being permanently excluded.

As per statutory guidance, a decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the School's behaviour policy; and
- where allowing the student to remain in School would seriously harm the education or welfare of the student or others in School.

If a Permanent Exclusion is required the Senior Leadership Team member will collate evidence to share with the Headteacher.

In the case of Permanent Exclusion, School Synergy, SIMS, CPOMs and student passport information will be updated and information shared with the Local Authority.

The Senior Leadership and / or House Team member will contact parents/carers to inform them of Permanent Exclusion..

Only the Headteacher can permanently exclude and suspend students from school.

Permanent exclusion data, alongside suspension data will be monitored to review trends in exclusions across the school.

### 9.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student 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 and reported to parents (see appendix 3 for a behaviour log)

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

### 9.6 Confiscation, Searches and Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

#### **Searching a student**

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; **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 headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

If the student 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 headteacher or designated safeguarding lead, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student 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 in section 3, 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 student'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 students' possessions**

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

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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 student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), 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 in section 3). 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 student 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](#).

In line with safeguarding guidance found in Keeping Children Safe in Education 2022, the school will not allow strip searching by police officers on school site and will always liaise with the parents or carers of a child who is at risk of this from the police.

## **9.7 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

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

## **9.8 Online misbehaviour**

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

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

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

## **9.9 Suspected criminal behaviour**

If a student 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 headteacher, the designated safeguarding lead (DSL) or one of the deputy designated safeguarding leads (DDSL) 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 DSL will make a tandem report to children's social care, if appropriate.

### 9.10 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.

Students 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 (available on our website).

### 9.11 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students 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 students.

## 10. Responding to misbehaviour from students with SEND

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on

whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a student displaying challenging behaviour may have an unidentified SEND need**

The school's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **11. Monitoring arrangements**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-termly by the Deputy Headteacher.

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 students are identified by this analysis, the school will review its policies to tackle it.

## 12. Staff training

All staff at Meadow Park School are trained in behaviour management techniques to support the promotion of a calm positive learning environment.

All staff follow an induction plan which includes information sharing and training on behaviour management systems and techniques.

Meadow Park School uses the latest research and up-to-date practice to support staff in managing behaviour, and will utilise external practitioners to develop staff. All key staff have received training on Restorative Justice.

## 13. Uniform

### 13.1 Uniform dress code

All students are expected to wear the following uniform:

#### COMPULSORY:

Meadow Park School Blazer  
 Meadow Park School House Tie  
 White school shirt or blouse  
 Grey pleated knee length school skirt  
 Grey school trousers  
 Black or white socks  
 Black Shoes

#### OPTIONAL:

Plain V-Neck grey jumper

#### PE KIT:

##### COMPULSORY:

Plain black polo top / t shirt  
 Plain black shorts  
 Plain black leggings / sports trousers  
 Trainers

##### OPTIONAL:

Meadow Park School logo fleece



Green Blazer with silver braid  
- silver logo  
MTO



Marl Grey Cotton Jumper  
CBF P017

## School shoes guidance

Plain black with no logos  
 No high heels, 'sliders', boots, sling back or open-toed shoes  
 Black leather or leather effect

**TRAINERS AND CANVAS SHOES (VANS/CONVERSE) ARE NOT ACCEPTABLE**



Students must have a natural hair colour even when dyed, neutral makeup and only one set of stud earrings. Other body piercings are not appropriate during the school day and pose a H&S risk.

### 13.2 Staff response to uniform

All staff must deal with uniform issues promptly to ensure consistency.

Tutors must check uniform every morning; teaching staff must check uniform as students enter the room.

Students dressed in inappropriate uniform will be challenged and expected to borrow uniform and return the uniform at the end of the day. This will be tracked with expectations that students have the correct uniform in place in a timely fashion. Pastoral staff may issue temporary exemption cards to support a student in difficulty. These will be clearly dated and monitored.

### 13.3 Uniform exemptions

A small minority of students may be exempt from wearing some of the items due to a medical condition. In these cases, parents/carers will be asked to produce medical evidence to support the exemption, which will be reviewed by the SENCo. Where students have an exemption, a uniform pass will be issued and a review date agreed.

## 14. Equipment

Students are expected to come to school properly equipped ready to learn with everything in their bag. As a minimum, students are expected to bring a pencil case, a HB pencil, a rubber, a sharpener, a ruler, 3 black or blue pens, a highlighter, a protractor, a glue stick and a scientific calculator.

On days that students have PE or Food technology students should ensure that they have additional equipment/PE kit as required.

### 14.1 PE Kit

Every PE lesson aims to equip our young people with the knowledge and understanding of the benefits of physical activity which will lead to lifelong participation in physical activity. PE lessons aim to grow each pupil's physical literacy to ensure they can make informed decisions about physical activity which will benefit their mental & physical health.

PE kit is expected to be bought by all pupils so that they are ready to physically be involved in their lessons and that learning process. PE kit is essential for pupils to maintain good hygiene routines around exercise. We want to create healthy and active young people who are fully prepared for life outside of education which starts with meeting these high expectations of bringing PE kit & engaging in PE lessons.

Students who do not bring their own PE kit will be expected to borrow PE kit & take part in the lesson as normal.

Students who refuse to borrow PE kit will be logged and will take on an alternative role within the lesson, they will also be required to attend a RJ Meeting at a PE club during breaktime, lunchtime or afterschool.

Students who refuse to borrow/bring PE kit 3 times during a unit of work will be logged and will be isolated to another class, students will also then be required to attend a Detention.


Students who refuse to borrow/bring PE kit 4 times during a unit of work will be asked to attend a meeting with parents & the curriculum leader about expectations of PE kit and engagement in lessons, alongside the above sanctions.

If kit issues continue, parents & students will be required to attend a meeting with the SLT link for PE, alongside the curriculum leader for PE.

## Appendices




### Appendix 1: Behaviour Posters

# Our Responsibilities








MEADOW PARK  
SCHOOL

## At Meadow Park School, we are:



## Nurturing Excellence

<p>always bring the correct equipment to lessons</p> 	 <p style="text-align: center;">be on time</p>	<p>wear your uniform correctly and with pride</p> 
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## Thriving Together

 <p style="text-align: center;">follow requests and instructions from staff first time</p> 		
<p>be polite and speak to others how you wish to be spoken to</p> 	<p>show patience, tolerance and respect for others</p> 	<p>keep your hands, feet and personal comments to yourself</p>
<p>keep our school clean and tidy</p> 	<p>phones should be used for school use only</p> 	<p>move around the school appropriately and safely</p> 

## Growing Aspiration

	<p style="text-align: center;">try new things don't give up learn from your mistakes</p>	
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## Positive Points

Nurturing Excellence	Thriving Together	Growing Aspiration
<p><b>+3</b></p> <ul style="list-style-type: none"> <li>• Works hard throughout the lesson</li> <li>• Is well mannered and polite</li> </ul>	<p><b>+3</b></p> <ul style="list-style-type: none"> <li>• Shows support of other students</li> <li>• Helps others to understand the work</li> </ul>	<p><b>+3</b></p> <ul style="list-style-type: none"> <li>• Shows perseverance</li> <li>• Shows enthusiasm and passion</li> </ul>
<p><b>+5</b></p> <ul style="list-style-type: none"> <li>• Always has the necessary equipment</li> <li>• Work in book is exemplary</li> </ul>	<p><b>+5</b></p> <ul style="list-style-type: none"> <li>• Shows kindness towards staff/another student</li> <li>• Participates throughout the lesson</li> </ul>	<p><b>+5</b></p> <ul style="list-style-type: none"> <li>• Takes part in additional learning opportunities</li> <li>• Asks questions to develop understanding</li> </ul>
<p><b>+10</b></p> <ul style="list-style-type: none"> <li>• Routinely produces work of the highest quality</li> <li>• A positive role model for the school</li> </ul>	<p><b>+10</b></p> <ul style="list-style-type: none"> <li>• Takes on a leadership role in school</li> <li>• Shows exceptional support of others</li> </ul>	<p><b>+10</b></p> <ul style="list-style-type: none"> <li>• Shows exceptional resilience/bravery</li> <li>• Shows determination and ambition to work towards a goal</li> </ul>



MEADOW PARK  
SCHOOL

## Teacher & Pupil Expectations

At Meadow Park School, teachers will:

Celebrate your successes

Allow you to make mistakes

Give you opportunities to succeed

Offer you time to reflect

Challenge you to make the right choice

However, if you are unable to meet our Meadow Park values, teachers will:

Remove you from the classroom to allow learning to continue

Request you return for a reflective conversation at an arranged time (break/lunch/after school)

Communicate with home, Tutor or Pastoral Team

Ensure you complete any missed work

Offer you a fresh start for the next lesson



MEADOW PARK  
SCHOOL

## Appendix 2: Behaviour Contract Example

Behaviour contract for ...

...’s aims:

- To attend X% of lessons for at least half the lesson, and reduce internal truancy (currently X%)
- To achieve more positive points than negative points (currently ... and ... respectively, from January 2023)
- To speak respectfully to staff

What will (insert SLT) do?

- Email all your teachers to let you know that you are on report to them
- Check in with you at least once during the day
- Liaise with (insert MH or support staff as needed) regularly for feedback
- Review lesson attendance, behaviour and positive points every day and share with home regularly
- Liaise with SEND department to check progress of SEND support
- Organise positive reward at the end of the May half-term (insert here e.g. board games/sweets/sports etc.)

What will ... do?

- Attend lessons
- Use time-out card when needed (maximum 5 minutes)
- Engage with support offered at Meadow House/SEND department

STAFF signature

CHILD signature

PARENT signature



Meadow Park Mobile Phone Contract for .....

**Student Section:**

**Section A:**

I agree to only bring a mobile phone to school if I need it whilst travelling to and from the school site

I agree to turn my phone off when I enter the school site in the morning, secure it in my bag and only turn the phone back on when I leave site in the afternoon.

I understand that under no circumstances should I be taking images or videos of other students on the school site, and will face sanctions if found to do so.

**Section B:**

I understand that if I fail to abide by Section A, I will need to hand my phone in to HoH/DHoH when I arrive in the morning until otherwise notified

I understand I will be responsible for collecting my phone at the end of the day

**Section C:**

I understand that if I fail to abide by Section B, my phone will be confiscated and will be need to be collected by parents/carers

**Parent Section:**

I agree to support my child and Meadow Park staff with the above

Signed:

Student: ..... Date: .....

HoH/SLT: ..... Date: .....

Parent/Carer: ..... Date: .....



#### Appendix 4: Post Incident Checklist

Date:	Incident:
Students involved:	Staff involved:
Lead Staff:	Date completed:

1. Wellbeing check/First aid given
2. Ensure a member of SLT aware pending investigation
3. Contact made with home, all parties (HoH/DHoH)
4. Students isolated as appropriate
5. Statements collected, including witnesses
6. CCTV checked/mobile footage
7. Suspension request to BPE made as early as possible
8. Update home regarding decision, further wellbeing check (HoH)
9. Contact home made for all involved parties (those filming, sharing, instigating) (DHoH)
10. Re-admission meeting (HoH)
11. RJ offered and delivered
12. Monitoring (DHoH/HoH)

Appendix 5: Readmission Meeting Proforma (should be attached to Suspension Letter)  
 Reintegration Meeting for STUDENT NAME

Date:

Time:

Attendees: *Include names and roles*

Student details:	
Is the child on a CPP? Is the child a looked-after or previously looked-after child? Is the child identified as having any special educational needs or disabilities? Des the child have an education, health and care plan?	
Details of suspension:	
Date of suspension: Date of return to school: Number of days suspended:	
Reason for suspension:	
Number of previous suspensions: Total number of days suspended YTD:	
Review of current attendance:	
<b>Attendance this term</b>  Number of days absent: Attendance (%):	<b>Attendance this year</b>  Number of days absent: Attendance (%):

Targets for behaviour and learning:				
Area for development	Current score (RAG)	Target score (RAG)	How will we achieve this?	Timescale/review date
<i>E.g. come prepared to work</i>	<i>Amber</i>	<i>Green</i>	<i>Arrive on time Bring a pen and other equipment</i>	<i>3 weeks from meeting</i>
Agreed support:				
Type of support:		Support lead:		Frequency:
Post-suspension reflective session with trained practitioner		<i>Name of staff member delivering (DHOH)</i>		One-off 30-minute session
<i>E.g. Academic catch-up support for maths. Give as many details as possible.</i>		<i>Name of staff member responsible.  If someone outside the school is providing the support (e.g. Work Related Learning), name the</i>		<i>One hour a week</i>

	<i>member of staff who is responsible for its oversight</i>	
<b>Additional comments:</b>		
Student's comments:		
Parents' comments:		
School's comments: <i>Include comments from different members of staff as appropriate</i>		

## Appendix 6: Guidance for staff – including scripts

### Positive Classroom Behaviour Management Strategies

1. **Use Positive, Descriptive Language**
  - Instead of saying “Will you stop talking”, say “I need everyone listening now, thank you”.
  - Instead of saying “Peter, why are you still talking?” say “Settling down now everyone, thank you”.
  - Refer to previous positive behaviour “You were great last lesson, I know you’re going to do well again today”.
2. **Give Limited Choice**
  - “Put the pen on the table or in the box”
  - “Talk to me here or in the corridor”
  - “Are you going to work on your own or with John?”
3. **Give Clear Consequences**
  - “John, I have given you a clear warning, and you have chosen to still..., I will now need to record this behaviour in line with the school policy”
  - “John, this behaviour is not acceptable, if you choose not to..., I will follow this up with you at Break/Lunch time today, thank you”
4. **Disempower the behaviour**
  - “You can listen from there” [back of classroom/sitting on table]
  - “Come and find me when you come back/feel calm”
  - “Come over/down/in in your own time”
5. **Be Respectful & Non-Confrontational**
  - Use a calm tone of voice, give clear instructions and expect compliance.
  - Walk away after speaking quietly to the student and continue with the lesson, allow take-up time and ensuring the student does not lose face.
  - If off-task: “How are you getting on Ben? Do you need any help?”.
  - Partially agree: “You may not have been speaking, but I need you to start... now, thank you”

### *Some suggested scripts:*

#### **Script 1: Statement of Reality (i.e. simply tell them what you see)**

“Fred, you’re... (e.g. tapping your pencil on the desk/talking when I’m speaking...)” Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response. Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it. After hearing the statement of reality many students will quickly change their behaviour without the need to take the script any further or without attracting a consequence. Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or student, to temporarily divert attention away from them, and allow sufficient space and take-up time.

When they are demonstrating a positive change make sure to acknowledge that with praise: “Thank you Fred for... (e.g. walking/putting your pencil down/listening...)” If the student’s behaviour doesn’t change after a reasonable take-up time, move on to Script 2.

● **Script 2: Tell them the behaviour you want to see**

“Fred, I need you to...(e.g. put your pen down – thank you/ listen when I am speaking – thank you)”

Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your request is not optional. If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up). Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Script 3.

● **Script 3: Statement using Language of Choice**

“Fred, you are choosing to behave this way and if you choose to continue to... (e.g. tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]” You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice.

Be careful to make sure that any consequence you state is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn’t change. You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a student to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour.

If the student chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it’s good to do the right thing and that you are pleased with their choice. Every student likes to be praised and acknowledged on the inside, even if they might not show it on the outside:

“Well done/Thank you Fred, you made the right choice”

Should the student choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the student comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the student that they need not listen to your future requests for improved behaviour.

Once a consequence has been issued you should see it through. Don’t cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence. When you are consistent in seeing through consequences, as you threatened, these scripts work!

● **Script 4: Reinforce and depersonalise**

“Fred, at Meadow Park we respect and listen so that everyone can learn” Repeatedly referring to whole school expectations (i.e. values poster) can be very helpful in reminding children of an objective set of rules and values which never change.

This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal 'against' them.

### **Scripts for when a student is visibly upset/dysregulated**

- Use the student's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the student a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for staff to issue a consequence so that the student is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides student with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- "Come... and we'll talk about it..." – quite often it will be useful to remove the student from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm.

### **Script for RJ meeting:**

- What (in your words) happened?
- What do you think the people involved were thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned to make a different choice next time? (Next time I will...)
- What would you like to happen next?
- How can we make things better for \_\_\_\_\_?
- If everything was going to be OK, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you to go back to your lessons/activities/friends?
- What do you think \_\_\_\_\_ might need?

### **Suggested starters:**

- "I was disappointed when..."
- "I was upset when..."
- "I care about..."
- "Help me understand what happened/what you are struggling with..."

Always be **solution-focused**, take time to listen to a student's responses and **mutually agree next steps**. Both parties need to engage in the process. If the RJ meeting is unsuccessful, record on Synergy and escalate the consequence.