

# **Behaviour Policy**

## **2025-2026**



# **MEADOW PARK SCHOOL**

Approved by: Bernadette Pettman

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## 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 rigor for all students
  - Offer opportunities for success – scaffolding where appropriate
  - 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
  - Develop a culture of belonging at Meadow Park School

## 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
  - Growing Aspirations
  - Thriving Together
- 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, but not limited to:

- Repeated breaches of the school rules and expectations
- 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 include, but are not limited to:
  - Knives, bladed items or weapons or items intended to be used as weapons
  - Alcohol
  - Illegal drugs, including vapes containing illegal substances and banned ingredients
  - Stolen items
  - Tobacco, cigarette papers, cigarettes, lighters, vapes
  - Items which are restricted by possession or purchase for those age 18 or over
  - 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 to school and to lessons
- 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. Recognition and Celebration

Recognising 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 Recognition Stamps

Students will be given recognition stamps to “positively notice” actions and attitudes that contribute to a productive and respectful learning environment for all.

- 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 stamps students earn individually are discussed during Form Tutor time weekly.

Stamps are redeemed and converted into House points. 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 – 200 House points
- Silver – 500 House points
- Gold – 1000 House points
- Headteacher Award – 1500 House points

Academic achievement and academic progress are 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 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

**Meadow Park Staff are warm demanders; they combine personal warmth with high expectations.**

Staff interactions with students show that we care about them, and we expect a lot of them – at the same time. Staff promote excellent behaviour and reduce misbehaviour.

Warm demanders use Positive Framing (Behavioural re-directions) in their interactions with students.

A key pillar of positive framing is redirecting behaviour toward the action that you want to see (rather than highlighting what you don't). A core part of our vocabulary is:

**“I need you to...”**

This reframing rather than highlight a negative behaviour, this re-directs the student to the correct behaviour.

“Why haven't you got your blazer on?” becomes “I need you to put your blazer on”.

“Stop talking” becomes “I need to see everyone working in silence so we can do our best”

“I've already told you to start working” becomes “I need you to pick your pen up”

### 9.2 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).

### 9.3 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 one or more of the following methods to respond to misbehaviour behaviour:

Follow Ups:

#### **Reflective Conversation**

The purpose of a reflective conversation is to show that the adult cares and to find out what the student needs to be successful next time.

Reflective conversations should be structured by the adult, with the student allowed to give their voice.

#### **Detention**

Detention will run from 15:15 until 15:35 and issued for the following day (from the behaviour incident). Staff should contact parents using the most appropriate means either telephone, Bromcom or e-mail. Attendance to the detention will be tracked, and missed detentions will be rescheduled. Detentions will be followed up so that a reflective conversation has taken place between staff and the student.

If attendance at detentions becomes a concern, parents will be asked to attend a meeting with a Head of House or Senior Leader.

#### **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 a detention in which the student will complete the work missed, and followed up with a restorative conversation to prevent a repeat of the incident. Parents will be notified when this has occurred and will be expected to discuss this with their child.

## **Supervision**

Students who persistently cause disruption to learning will be expected to complete some intervention work in Supervision. The duration of the intervention will be decided on a case-by-case basis, in conjunction with the Assistant 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 Supervision 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 placed in supervision 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**

Report cards are a useful tool for tracking and communicating progress between the student, school and home. 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
  - Restorative and proactive 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.

### **The Orchard Support Programmes**

The Orchard is our SEND and Inclusion 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 in the Orchard 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 in the Orchard 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, Bromcom, 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.

### **9.4 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.

## 9.5 Searching, Screening and Confiscation

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

### **Confiscation**

Any prohibited items (such as those 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.

## **9.6 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).

### 9.7 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.

### 9.8 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.

### 9.9 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).

### **9.10 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.

## **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



## 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 health and safety risk.

Students must have a suitable outdoor coat - tracksuit tops, hooded tops, leather or denim jackets are not acceptable for school. Outdoor coats must be removed at the start of all lessons, tutor periods and assemblies.

### 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 produced 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 learning 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.

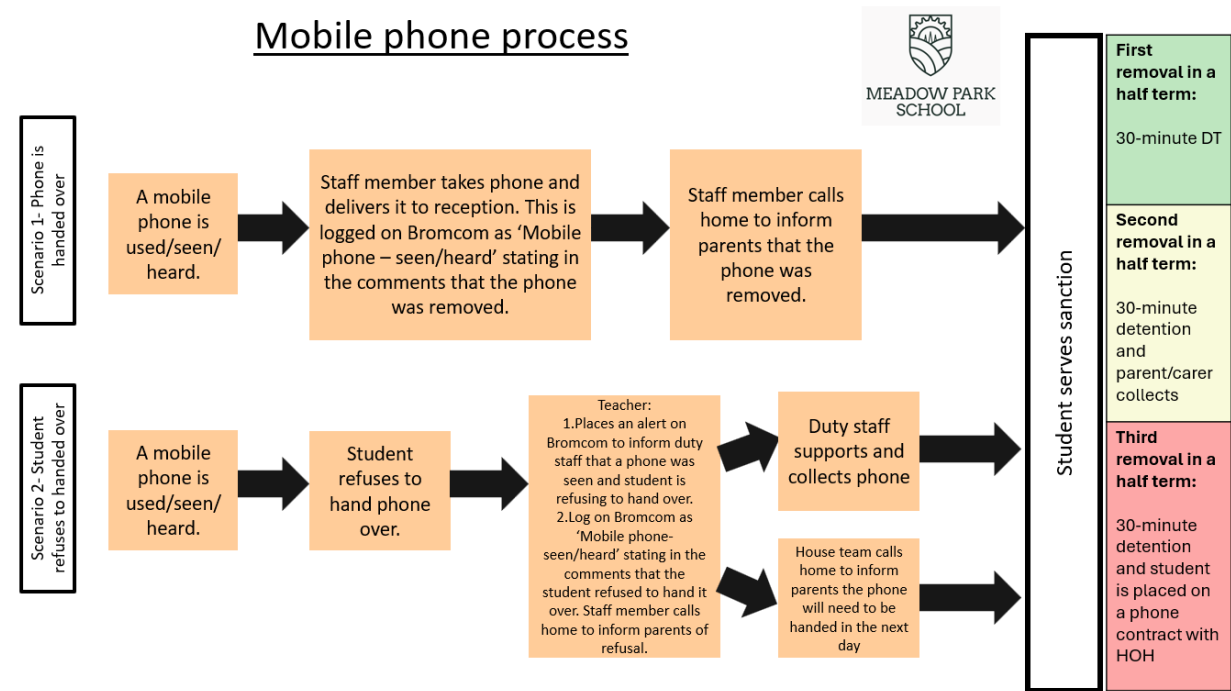
Students who do not bring their own PE kit will be expected to borrow PE kit & take part in the lesson as normal. Students who refuse to borrow PE kit will be logged and will take on an alternative role within the lesson, they will also be required to attend a RJ Meeting at a PE club during breaktime, 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: Mobile Phone Tiered Response



## Appendix 2: Warm-demanders and Positive Framing (Behavioural Redirection)

### Meadow Park Staff are warm demanders; they combine personal warmth with high expectations.

Staff interactions with students show that we care about them, and we expect a lot of them – at the same time. Staff promote excellent behaviour and reduce misbehaviour.

Warm demanders use Positive Framing (Behavioural Re-directions) in their interactions with students.

#### Positive Framing Strategies:

##### 1. Assume the best

Assuming the best helps Meadow Park staff model calm assurance. Classrooms are dynamic environments where sometimes instructions can be misheard or misinterpreted. Giving a student who is confused the benefit of the doubt will help build trust or attribute actions too personally.

Useful terms – “Forgot” and “Confused”

Instead of:	Warm demanders say:
“Why aren’t you wearing your blazer”	“I think you’ve forgotten to put your blazer on”
“Just a minute class, some people seem to think that they don’t need to put their chair behind their desk”	Just a minute, I must not have been clear – <u>I need you to</u> <del>aput</del> your chairs behind your desks.
“Not everyone is working in silence”	I think some of us are confused, <u>I need you to</u> all to work in silence so that we can do our best work.
“How many times have I said this”	I think some of us have forgotten that at Meadow Park we always try our best

##### 2. Give them an easy first step

What often looks like resistance or defiance – is a lack of clarity. Most students want to succeed so by providing them with a clear next step you are helping both of you get to the shared outcome.

Instead of:	Warm demanders say:
“Stop talking David”	“I need to see you start taking notes David”
“I’ve told you before – to take notes David”	“I need to see your pen moving David”

##### 3. Narrate the positive

A tool to motivate group behaviour. Highlight positive / expected behaviours and make them more visible which will make other students far likelier to follow. The alternative (what not to do!) is to point out negative behaviours which draws attention to these negative behaviours in the room, some of which may not had been noticed by other students:

Instead of:	Warm demanders say:
“Some people don’t appear to be listening”	“I can see three, four, five tables giving me their full attention, can I see anymore?”
“This table isn’t paying attention”	“I can see 80% of people working really hard, can I see 90%? Yes... can I see 100%?”



### Appendix 3: Reflective Conversation Template

- Reflective Conversations should be quick and simple (no more than 10 mins)
- It is an opportunity for the student to look in the mirror and reflect on their actions, they are not an appropriate response for every behaviour but when trust has been broken, a lack of respect shown or when behaviour threatens to damage relationships – these conversations are essential.
- It is a search for understanding and renewed expectations for the next lesson.
- Reflective Conversations are better active – it is not an interview, where possible walk with the student.
- It is not a prelude to an apology – unless it is genuine and not forced

#### The Reflective 5 (A scaffold for Reflective Conversations)

##### **What happened?**

*Listen carefully and dispassionately to the child's account and then give your account – slowly and carefully*

##### **What were you thinking at the time?**

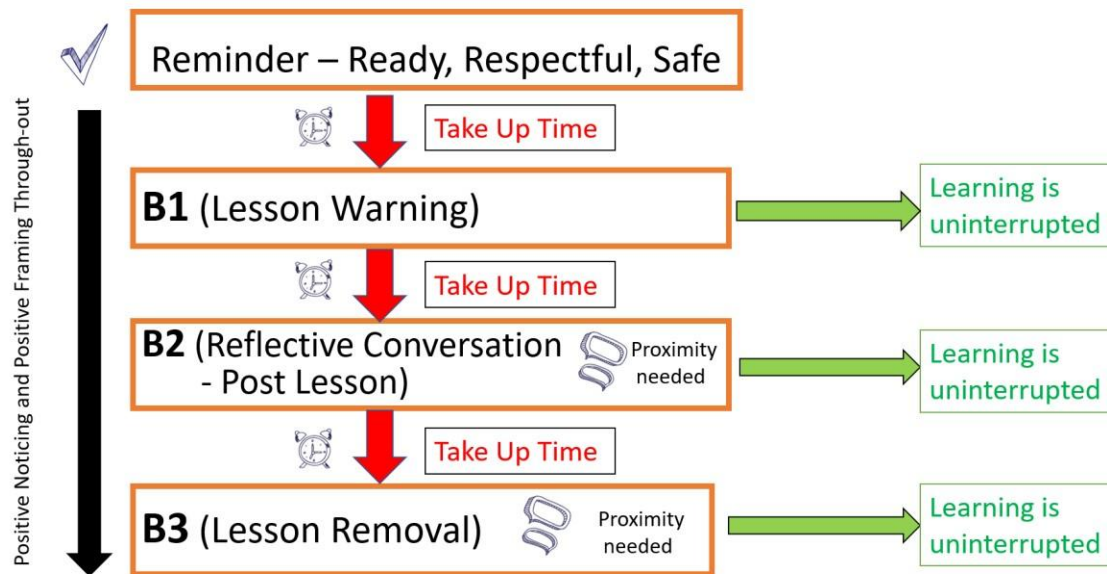
##### **What have you thought since?**

##### **How did this make people feel?**

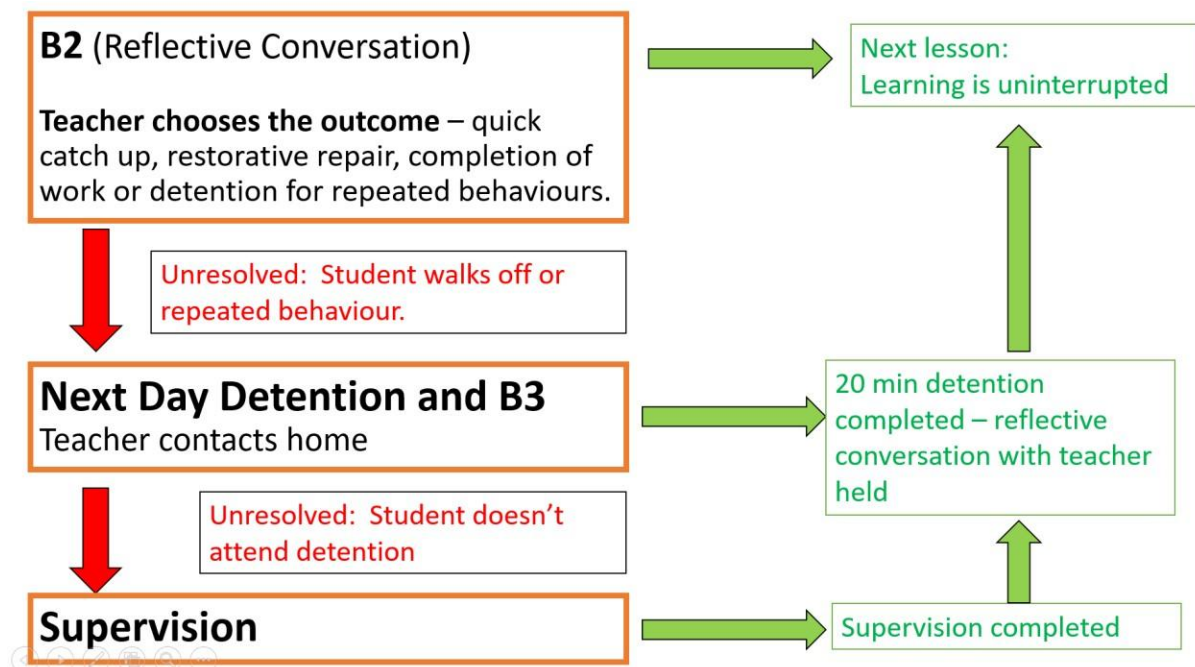
##### **Who else has been affected?**

*The first response will typically be “me – as I am the one missing my break”, but get the child to consider the other students and staff.*

#### Appendix 4: Classroom Behaviour Flowchart:



#### Appendix 5: Follow Up Flow-chart



## Appendix 6: Meadow Park Classroom Expectations

### 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 7: Mobile Phone Contract

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 8: Behaviour Investigation Report

### **Behaviour Investigation Report**

Investigating officer:

Alleged perpetrator:

Year/tutor group:

Summary of alleged incident based on witness statements taken so far:
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Investigation strategy:
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Witness statement summary	
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Witness 1:	
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Witness 2:	
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Witness 3:	
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Witness 4:	
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Witness 5:	
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Additional evidence
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Conclusion
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Behaviour Outcomes			
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	Outcome	Coding	Parents informed (date)