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School Behaviour Policy

Introduction

Meadow Park Academy (the school) is committed to providing an environment where all people can feel safe, happy, accepted and integrated. It is important that an orderly framework should exist within which effective teaching and learning can take place.

Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero-tolerance approach to bullying and any such incidents will be dealt with promptly and firmly.

The school holds an important position in the wider community, educating the young citizens of tomorrow in a way that will ensure that they take a positive and proactive role within their community in the future.

Legislation and guidance

This policy is based on the following guidance from the Department for Education (DfE):

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[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](#).

In addition, this policy is based on *Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)*; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. This policy also complies with our funding agreement and articles of association.

Aims

- To encourage good behaviour and respect for others within and outside of the school
- To promote self-discipline and proper regard for authority among students
- To state what is expected of pupils
- To state what is expected from parents and carers
- To provide guidance on possible rewards and sanctions
- To ensure that staff are seen to be fair and consistent

Who was consulted?

The school Senior Leadership Team worked with the school council to agree what constitutes good behaviour and to develop this policy, in consultation with parents, pupils and staff. All students are consulted at the beginning of each academic year on the rules, rewards and sanctions.

Relationship to other policies

This Policy is linked to the following policies:

- Child Protection and Safeguarding
- Anti-bullying
- Exclusions
- Equality
- Home-School Agreement

Scope and publication

This policy is publicised to all parents, pupils and staff in writing at least once a year. The policy is available on the school website and also on request. This policy can be made available in large print or other accessible formats if required.

The School Rules, at Appendix A of this policy, as well as the tariff of Rewards and Sanctions, at Appendix B of this policy, are included in posters in each classroom.

Roles and Responsibilities

All adults are responsible for promoting good behaviour and managing behaviour around the school.

The Education Directors and Chief Executive Officer

The Trust Education Directors and Chief Executive Officer will approve the behaviour policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and implementing it in the school.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the School Rules and this 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

School Rules

The following is a summary of the School Rules:

- Respect for others
- Respect for themselves
- Respect for the environment
- Respect for the future
- Arrive at school / to class on time with the equipment needed for the lesson
- Listen when the teacher is giving instructions
- Follow instructions promptly and accurately
- Raise a hand to gain attention and only speak when invited
- Stay in the allocated seat or workspace unless given permission to move
- Ensure that no banned items e.g. weapons, drugs including tobacco and alcohol, cameras, tape recorders, incendiary devices including fireworks, inappropriate pictures or literature, software including inappropriate games and any items potentially hazardous to health are not brought into the school grounds or buildings.

The School Rules are set out in full at Appendix A.

Conduct

Pupils are expected to be polite and show consideration towards each other, school staff and others.

Pupils are required to assist the school with tackling bullying and to follow the school's Anti-bullying Policy. Pupils, whether in or out of school, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any differences.
- Respect for themselves: pride in their own achievement and that of others in the school, high standards of behaviour and dress, and the desire to produce their best work at all times.
- Respect for the environment: their own, the schools and other people's property and the community in which we live.
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community.

Pupils are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson.
- Listen in silence when the teacher is giving instructions.
- Follow instructions promptly and accurately.
- Raise a hand to gain attention and only speak when invited.
- Stay in the allocated seat or workspace unless given permission to move.

The school has a Code of Conduct which sets out in detail the expectations of conduct for staff, Local Governing Body members and visitors to the school.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Promote good behaviour in the classroom
- Agree a pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - greeting pupils 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
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator will evaluate a pupil 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 pupil, 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.

Pupil support systems

We have the following pupil support systems in place at this school:

- In class teaching assistants
- One to one support (as appropriate)
- SENDCo
- Therapeutic Counsellor
- Emotional Literacy Support Assistant
- Skills Mentor

- Peer Mentoring

Searching pupils

School staff can search pupils with their consent for any item.

The Headteacher and staff members authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out by a staff member of the same sex; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. The Headteacher or an authorised staff member can carry out a search of a pupil of the opposite sex and /or without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of a pupil, for example on school trips in England or in training settings.

Staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. For example, alcohol, fireworks, tobacco or cigarette papers may be disposed of. These items will not be returned to the pupil.

Phones and other electronic devices

When an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member can examine data or files and delete these where there is good reason to do so.

There is **no need to have parental consent** to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized, and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, the member of staff will give the device to the police as soon as possible. Material that is suspected to be relevant to an offence will not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they will decide, in consultation with the Headteacher, whether it is appropriate to delete any files or data from the device, or whether to retain the device as evidence of a breach of school discipline.

Use of reasonable force

In some circumstances, all staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

The Headteacher and staff members authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Incidents of physical restraint 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

The restraint record should include the following information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the child(ren) involved
- when and where the incident took place
- names of staff and child(ren) who witnessed the incident
- the reason that force was necessary
- behaviour of the child(ren) which led up to the incident
- any attempts to resolve the situation
- the degree of force used
- how it was applied
- how long it was used for
- the child's/children's response and the eventual outcome
- details of any injuries suffered by either staff or child(ren)
- details of any damage to property
- details of any medical treatment required (an accident form will be completed where medical treatment is needed)
- details of follow-up including contact with the parents/carers of the child(ren) involved
- details of follow up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate. A copy of this entry will be kept on the child's file and retained in line with the Retention of Records Policy.

Rewards and sanctions

Rewards

We believe that rewards can be more effective than punishment in motivating pupils. Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy. It is the school policy to recognise, acknowledge and reward individual achievements by pupils.

The following are examples of areas considered to be worthy of individual recognition:

- consistently improved standards of work
- good or outstanding pieces of work
- effort in class or for homework
- outstanding effort or achievement in extra-curricular activities
- service to the school or local community
- Modelling the Meadow Park Values

The foundation for the achievement of good behaviour will involve praise, rewards, and sound relationship between teachers and pupils. We may reward pupils in the following ways:

- praise by staff
- rewards schemes
- sent to another teacher or Headteacher with work
- personalised letters to parents/postcards to parents
- celebration assemblies
- house points
- certificates
- medals

Sanctions

The school understands that the use of sanctions must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability and any religious requirements affecting the pupil.

We understand that it is important for sanctions to be used consistently and for teachers and other staff to make it very clear to the recipient why a sanction is being applied.

The school has a range of disciplinary sanctions that may be implemented as appropriate and these are set out in full as a tariff system at Appendix B of this policy. Sanctions include:

- withdrawal of privileges and/or responsibilities
 - playtime and break detentions
 - repetition of work
 - referral to senior staff
 - warning letter to parents
 - weekly diary
 - report card
- School Behaviour Policy This policy applies to the whole of Anthem Schools Trust

- loss of ‘Golden Time’
- internal exclusion
- fixed term exclusion
- permanent exclusion.

In all cases of misconduct, including those outside of the school, the Headteacher will consider whether the police or the local authority’s anti-social behaviour coordinator should be notified of the disciplinary action taken. The police will always be informed where the pupil’s behaviour is criminal or poses a serious threat to a member of public.

Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school’s child protection procedures will be followed.

Beyond the school gate

This policy applies to all pupils at Meadow Park academy when they are in school, and in some circumstances, at the discretion of the Headteacher, when they are out of school and during half term and holidays.

In particular, our policy covers any inappropriate behaviour when pupils:

- are taking part in any school organised or school related activity
- are travelling to or from school
- are wearing school uniform
- are in some way identifiable as a pupil within our school or Anthem
- behaviour could have repercussions for the orderly running of the school
- pose a threat to or affects the welfare of another pupil or member of the public
- could adversely affect the reputation of the school or the Trust.

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Exclusions

Permanent or fixed-term exclusion are possible sanctions for a breach of this policy. The school will follow government guidance on exclusions, unless there is good reason to depart from it. The school aims to operate within the principles of fairness and natural justice.

Please refer to the school's Exclusions Policy for further details on exclusions, including the school's approach, procedures, and reviews.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member of staff(s) affected.

Staff training

Our staff are made aware of the school behaviour policy and supported and trained to deliver this within the therapeutic and restorative approaches model. (See local behaviour policy). Only certain staff within the school are generally able to undertake proper use of restraint. These staff members have all received on including proper use of restraint. However, if a child is behaving in such a way that they may hurt themselves or another individual, all staff have the ability to intervene in order to ensure health and safety aspects.

Behaviour management will also form part of continuing professional development.

Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and the school's Anti-bullying Policy will be followed.

Partnership with parents/carers

Parents/carers are expected to sign the Home-School Agreement and are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment. Parents/carers are required to use their best endeavours to ensure that their children's behaviour does not prevent others from learning effectively.

Parents/carers are entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of anti-social behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

Multi-agencies and external advice

Where it becomes clear that a child is having ongoing difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils, they include:

- behaviour charts to enable celebration of good behaviour
- increased communication between home and school
- individual behaviour plans (IBPs)
- support from the SENCo (Special Educational Needs Coordinator), identified teaching assistants, teachers
- small group work or 1:1 support in self-esteem, emotional literacy
- Advice and support from Local Authority Behaviour Specialist

Monitoring, evaluation and review

The Headteacher will evaluate the impact of this policy by collecting and analysing data by year group, gender and ethnicity on:

- number and range of rewards for good behaviour each term
- sanctions including fixed-term and permanent exclusions – number of, and analysis of behaviour
- number of detentions and analysis of behaviour
- instances of bullying and action taken.

Prior to any review of the policy, feedback will be sought from the school council, pupils, staff and parents on the effectiveness of the policy.

This effectiveness of this policy will be reviewed at least once a year by the Local Governing Body. The policy will be reviewed every year by the Trust.

Appendix A: The School Rules

Pupils are expected to be polite and show consideration towards each other, academy staff and visitors. Pupils are required to assist the academy with tackling bullying and to follow the academy's AntiBullying Policy.

Pupils, whether in or out of academy, are expected to have:

- Respect for others: their feelings, opinions, cultures, limitations including any individual differences
- Respect for themselves: pride in their own achievement and that of others in the academy
- high standards of behaviour and dress, and the desire to produce their best work at all times
- Respect for the environment: their own, the academy's and other people's property in the community in which we live and work
- Respect for the future: the belief that we can all make a difference by our contribution to the local, national and global community Pupils are required to observe the following basic rules in the classroom:
 - Arrive at school / to class on time with the equipment needed for the lesson
 - Listen when the teacher is giving instructions
 - Follow instructions promptly and accurately
 - Raise a hand to gain attention and only speak when invited
 - Stay in the allocated seat or workspace unless given permission to move
 - Ensure that no banned items e.g. weapons, drugs including tobacco and alcohol, cameras, tape recorders, incendiary devices including fireworks, inappropriate pictures or literature, software including inappropriate games and any items potentially hazardous to health are not brought into the school grounds or buildings.

Appendix B: Tariff of rewards and sanctions

Meadow Park Academy Rewards System

Rationale

The effective functioning of the School can only be achieved by developing a culture of co-operation and consideration using a Restorative approach. The Meadow Park Academy atmosphere and ethos have been created through an approach of combining firm, fair and consistent discipline and high expectations together with nurturing, encouragement, praise and motivation; this combination is essential in order that pupils and staff can work together in a happy, positive environment.

At Meadow Park Academy we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of **all our pupils**. Across the school – inside and outside the classroom – staff consistently practise a rewards system that provides our pupils with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour and attendance. We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate pupils' successes, but to also **inspire and motivate our children to achieve their very best and become confident, independent learners**. This vision, in turn, raises standards and improves behaviour and attendance. Outlined below are the various methods used across the school; from Reception through to Year 6.

Meadow Park Academy Rewards

Behaviour is improved more effectively through a coherent system of positive reinforcement than negative punishment. There is often an injustice in the amount of time and energy spent on those who misbehave, while pupils who are meeting the School's expectations may risk being neglected or having their efforts unrecorded. By rewarding good behaviour, we are modelling the standards expected from everyone.

Meadow Park Academy rewards – recorded on a daily basis - form the foundations of our effective rewards system within our school. This system provides instant recognition of a pupils' achievement in school - from an outstanding piece of classwork/homework, to an exceptional effort in a lesson, or from an act of kindness or generosity to a demonstration of superb progress. Meadow Park Rewards are used consistently and fairly across the whole school and are regularly monitored and celebrated by the Senior Leadership Team, Middle Leaders and all other staff within the school.

Pupils understand and value this system and therefore strive to collect Rewards in order to assist in being awarded Pupil of the Week status (see below) together with their Bronze, Silver, Gold and Platinum Rewards Badges for learning achievement or for excelling against the Meadow Park Academy principles (see below). This not only encourages healthy competition amongst our pupils, but also motivates and inspires them to go above and beyond the norm in becoming successful learners and aspiring to improve their performance. However, it is worth noting that **these rewards must be given for work, effort or behaviour that is beyond what is normally expected from our pupils or the individual pupil themselves.**

In addition to the above we offer several other methods of rewarding our pupils on a daily and weekly basis. Pupils' efforts and achievements may be acknowledged with; a postcard home, double Reward points and instant rewards in class.

Postcards Home Meadow Park Academy

Postcards are sent home to our pupils and parents/carers to recognise and praise a pupil for a particular achievement, act or effort. Exceptionally positive feedback from pupils and parents/carers in other schools using this method, suggests that this system of rewarding our pupils is highly valued and appreciated by all. All teachers, as well as the other school staff can use postcards to celebrate achievement and pupils really value receiving postcards as they provide them with a physical reward as recognition of their hard work, effort and commitment.

Star of the Week

In order to acknowledge and celebrate Meadow Park Rewards regularly amongst individual year groups, we use our weekly records to recognise our Pupil of the Week. Our winning pupils are identified in each year group as having achieved the highest number of Rewards in one week. These pupils are presented, in assembly, with a Pupil of the Week certificate and small prize. They will also have their pictures up on the 'Pupil of the week' board in Reception. This highly successful method is another means of consistently and regularly supporting, recognising and celebrating pupils in their everyday learning and behaviour.

Achievement Assemblies

Achievement Assemblies are held termly and are an excellent opportunity to celebrate pupil achievements in a more formal and high profile manner. Through analysis of our Rewards system, individual staff nominations and attendance records we use Achievement Assemblies to praise and recognise the whole term successes of pupils who have consistently and continuously pushed themselves to achieve and behave well. The reputation and high profile of this termly event involves the Head Teacher, Deputy Head Teacher and Class Teachers as well as parents and carers. Across the school, our pupils value and appreciate Achievement Assemblies as a means of being rewarded publicly amongst their year group and the school. This, therefore, provides our pupils with an invaluable opportunity to support, share and celebrate each other's successes together; which, in turn, promotes an acceptance of positive achievements and excellent behaviour.

There are a wide range of categories that students are recognised for in these Achievement Assemblies. These include rewards for attendance, rewards for excellent progress, rewards for most improved, for exceptional behaviour, for subject achievements, for promoting the caring ethos of the school and rewards for the number of points achieved.

Rewards points are issued in lessons to pupils for a range of possible reasons. As a result of gaining these points pupils can achieve either a Bronze, Silver, Gold or Platinum level at the end of each term which in turn will earn them privileges such as access to cookery sessions, special trips or increased access to outside activities.