



The Meadows Montessori School

Behaviour Management including Discipline and Sanctions Policy

Applies to:

The whole school including Early Years Foundation Stage (EYFS), out of school care, the after-school clubs and all other activities provided by the school, inclusive of those outside of the normal school hours.
All staff (teaching and support staff), any pupils, the Proprietor and volunteers working in the school.

Availability

This policy is made available to parents, staff, and pupils by request from the Head of School or school office.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement, and audit by the Head of School.

The Proprietor (who is also the Head of School) undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Approved Date – February 2024	Sam Sims
Review Date – February 2025	Head of School

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Aims

Our aim is that through this policy we motivate children to:

- Work hard.
- Behave well.
- Obey the school rules.
- Treat all members of the community with respect.
- Show self-respect.

Legal Status

- Prepared with regard to Early Years Foundation Stage Framework
- Regulatory Requirements, Part 3, Paragraph 9, and Exclusion Element of Part 6 (24) (3) of The Education (Independent School Standards) (England) Regulations 2014.
- Equality Act (2010)
- Education Act (2011)
- DfE Guidance (2022) – Behaviour in schools- Advice for Head Teachers and School Staff.
- DfE Use of Reasonable Force (2013) Advice for Headteachers, Staff and Governing Bodies
- Searching, screening and confiscation (2022) Advice for Schools
- Keeping Children Safe in Education (2023)
- Supporting pupils with medical conditions at school (2015)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)

The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the school.
- Provide clearly defined limits that are easily understood by children, staff, and parents.
- Aid all staff in the management of behaviour.
- Ensure high standards of behaviour are promoted and maintained.
- To create a positive culture that promotes good behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, and secure.

We believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism, and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

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Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and using sanctions only where absolutely necessary. This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

Inherent in the ethos of the school is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should not use sarcasm, ridicule, or persistent criticism in an attempt to correct inappropriate work, actions, or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired.

Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct.

Definitions

In formulating our Behaviour Policy, we first define the terms '*behaviour*' and '*discipline*'.

Good Behaviour is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

Misbehaviour is defined as disruption in classrooms, lessons and at lunch time and having a poor attitude and non-completion of class work.

Serious Misbehaviour is defined as repeated breaches of the school rules, any form of bullying, sexual violence, sexual harassment (sexual comments, jokes or taunting, physical behaviour like interfering with clothes, online sexual harassment, such as unwanted sexual comments and messages (including social media) sharing of nude or semi-nude images and/or videos or sharing of unwanted explicit content. Vandalism, theft, fighting, racist, sexist homophobic or discriminatory behaviour. Possession of any prohibited items – these are: knives or weapons, alcohol, illegal drugs, fireworks, pornographic images, tobacco, cigarettes papers, e-cigarettes or vapes. 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 pupil) will be confiscated. These items will not be returned to the pupil. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with SLT and parents if appropriate.

Bullying is defined as the repetitive, intentional harming of 1 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

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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: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

The school rules are based on respect, accountability, and concern for others. We feel they promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social, and emotional development. As part of our Behaviour Policy we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

The school aims to provide:

- Good adult role models of caring co-operative behaviour.
- The reinforcement of positive attitudes to expectations.
- The celebration of a wide range of achievements.
- An acceptance by all staff of a responsibility for maintaining good discipline.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels

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happy, safe, and secure. The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Ethos

The Meadows Montessori School is expected to be a place where:

- All individuals are respected, and their individuality valued.
- Pupils are encouraged to achieve.
- Self-discipline is promoted and good behaviour is the norm.
- Sanctions are applied fairly and consistently.
- Bullying, disruption, and harassment are not tolerated.
- Early intervention is the norm.
- There is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals in their own right. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. are acceptable. We expect all members of our school – children, parents, and staff – to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff.

Roles and Responsibilities

Head of School

The Head of School has overall responsibility for supporting personal, social, and emotional development, including issues concerning behaviour. The Meadows Montessori School in compliance with:

DfE Guidance (2022) (www.education.gov.uk) Behaviour in Schools.

- Fulfills its duties under the Equality Act 2010; including issues related to pupils with special education needs or disabilities and provides reasonable adjustments for these pupils.
- Reviewing this policy on an annual basis – or more regularly if required.
- Has a consistent approach to behaviour management.
- Ensures a strong school leadership.
- Supports teachers with classroom management.
- Implements a behaviour strategy and the teaching of good behaviour.
- Provides staff development and support.
- Ensures support systems are in place for pupils.
- Liaises with parents and other agencies.
- Manages pupils' transition.
- Has clear, well organised working practices along with maintaining its facilities to a high standard and takes disciplinary action against pupils who are found to have made malicious accusations against staff.

Head Teacher

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Head Teacher has overall responsibility for supporting personal, social, and emotional

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development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Head Teacher who is expected to:

- Promote self-discipline and proper regard for authority among pupils.
- Encourage good behaviour and respect for others and prevent all forms of bullying pupils.
- Ensure that the standard of behaviour is acceptable.
- Regulate the conduct of pupils.
- Makes provision for continuous professional development with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures.
- Have an understanding of current legislation, research, and philosophy on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Provide 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 pupils to participate fully.
- Be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social, and emotional development.
- Ensuring that behaviour data discussed at regular meetings is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Staff

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting, and demanding lessons make a major contribution to good discipline. The school has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies to ensure effective with behaviour management. Staff need to recognise that codes for interacting with other people vary between cultures and staff need to be aware of and respect those used by members of the school. All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy. Staff should create a calm and safe environment for all pupils.

Pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. Pupils will be supported to meet the behaviour standard and to develop an understanding how this impacts the wider culture.

Parents

The Meadows Montessori School strongly encourages an ethos and culture whereby there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to co-operate with the school, as set out in the home-school agreement.

Other Agencies

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The school has a good working relationship with the local authority and complies with their safeguarding procedures.

School Rules

As a school, we collectively made the following rules to follow. The school rules posters are up around the school to be regularly seen.

- Respect everyone and everything around you.
- Think before you speak.
- Treat people well.

Please see Annex A for the poster.

Standards of Behaviour

The Meadows Montessori school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

School Behaviour Curriculum

Pupils are expected to act in the following way when in class and around the school:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Walk when in the building
- Treat the school buildings and school property with respect
- Wear the correct uniform (Primary)
- **Wear suitable clothing for school (High School)**
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

Pupils are not allowed to have mobile phones with them on site. **In Primary they are asked to hand them into the office as they arrive in the morning, where they will be kept until the end of the day.** At High School phones are locked in individual student's lockers and not accessed throughout the school day.

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The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean and tidy. Children showing pride in their own classroom and workspace is the first step in this.

We wish to promote a school environment where:

- All pupils have a right to work in a calm, undisturbed, supportive, and purposeful atmosphere.
- Pupils should move about the school calmly, but so that they are punctual.
- To benefit fully from lessons pupils should have all necessary equipment and books.
- Positive self-esteem is encouraged along with concern for the well-being of others.
- School rules, stated positively, are understood, and applied consistently.
- The attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day.
- High expectations, both in work and in play, create a positive attitude to learning for life.
- All have a right to attend school without the fear of being bullied.
- Solution rather than blame, is the norm.
- Pupils should put all litter in bins.
- Pupils should leave classrooms clean and tidy.
- They should also adhere to the school uniform/dress code.
- Pupils should refrain from using make-up, nail varnish and unnatural hair colours.

Expectations are:

- To promote the well-being of self and the school community.
- To encourage the development of personal independence and responsibility.
- To promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, sexual orientation, race, or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed, racism or racist behaviour. All pupils in the school have the right to the best possible education regardless of ethnic origin, colour or religion. All staff and parents of children in the school have a right to be treated equally regardless of ethnic origin, colour or religion. In such cases of unacceptable behaviour during lessons the Head Teacher is to be informed.

Unacceptable behaviour is:

- That which can damage/hurt (in *any way*) a person or their property.
- That which is offensive or inconsiderate.
- That which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few in number and should be stated positively and clearly. Children should always be aware of why they exist. The Meadows Montessori rules should be well known to all and reinforced consistently.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of The Meadows Montessori School to conform to the following code of conduct.

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- All pupils of the school should show consideration, courtesy, respect, and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness, or bad language, directed at any member of the school.
- Any incident of bullying should be reported to an adult immediately. Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended in the form of assistance from the Head or outside agencies.
- Intentional damage to School or personal property will result in contact with parents/carers to seek reimbursement of the cost of repairing the damage.

Our School's Approach to Behaviour

Behaviour Management/Responding to Behaviour

The consequences of any misbehaviour should be logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanors of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. If there has been misbehaviour, the staff member that was first involved is encouraged to deal with it. Class teachers and SLT can also be involved where needed. Staff are encouraged to speak to SLT if they are unsure how to deal with certain behaviours.

Positive Affirmation

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge, in a positive way, those who demonstrate a high level of co-operation and good behaviour. We endeavor to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. We aspire to all children having intrinsic motivation and not to work to external rewards. Care should be taken to affirm children whose behaviour is "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned.

The Peace Table

In Primary the Peace Table was introduced as a way to acknowledge and encourage positive behaviour. When children are in a challenging or conflicting situation, they are encouraged to learn positive ways of dealing with conflict at the Peace Table. It is set up with books, resources, and prompt cards to give children a structure and language to enable them to manage their emotions and relationships with others. Peace tables can be located in each of the classrooms.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning across the whole school environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation. The sanctions will vary between a child being placed nearer the teacher for a lesson or removed onto a table to work on their own. If their behaviour is disrupting the whole class, they may be asked to leave the room for a few moments, accompanied by a member of staff. If a child is removed from a classroom, then they will be supervised by either the class teacher or teaching assistant. Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.

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- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time. They should be reintegrated back into the classroom as soon as appropriate and safe to do so. Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Safeguarding

The school recognizes that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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 referral is appropriate.

Pupil Support Systems

The Meadows Montessori School places considerable emphasis on the pastoral support for all children. Additionally, support systems are put in place to help children modify their behaviour. This is carried out with the support of our Pastoral Lead / SENCO (Lisa Elvish).

Confiscation, Screening and Searching

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 of the DfE's guidance on searching, screening, and confiscation) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a Pupil

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

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

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

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

If the pupil 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 Head of School/Head Teacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3 (of the DfE’s guidance on searching, screening, and confiscation), but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk, or locker.

‘Outer clothing’ includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, or boots

Searching Pupils’ Possessions

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3 the DfE’s guidance on searching, screening, and confiscation).

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An authorised member of staff can search a pupil's possessions when the pupil 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 pupil was in possession of a prohibited item as listed in section 3 the DfE's guidance on searching, screening, and confiscation.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3 the DfE's guidance on searching, screening, and confiscation), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents / Carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3 the DfE's guidance on searching, screening, and confiscation). A member of staff will tell the parents/carers 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 pupil 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) or Deputy. The DSL or Deputy will consider whether 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.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record Keeping

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premise and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements, and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head of School
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Sexism and Sexual Harassment

We want everyone to feel included, respected, and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments. Sexist comments are those which discriminate based on sex. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex. Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

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All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to the SLT, a letter or phone call to parents will be made if the pupil refuses to apologise and/or continues to behave in this way after speaking with a member of staff.

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.

Pupils 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 on this.

Malicious Allegations

Where a pupil 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 pupil in accordance with this policy.

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

Anti-Bullying

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurred of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Pupils with Special Educational Needs and Disabled Pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline, and sanctions. The school must take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favorably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Managing Pupil Transition

We carefully manage the transition of the children, not only from Dragonflies into Grasshoppers and then to Fireflies, but also in preparing children for their senior school placement in year seven, whether that be continuing at The Meadows or moving elsewhere. A particular strength at The Meadows Montessori School is the relationship staff develop with the children and families. Children always have transition sessions with their new group, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEN are fully prepared at each stage both internally and externally. We hold a bespoke transition meeting involving parents, outside agencies and current and future teachers before their move. We are continually building relationships with senior schools so that children's new teachers visit them at our school before they move.

Educational Visits

The Head or Head of School may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the pupil being sent home at the parents' expense.

Online Misbehaviour

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

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

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

Suspected Criminal Behaviour

If a pupil 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 Head of School or Head Teachers 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 designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Incidents

The Meadows Montessori School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Any serious incident where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Head of School or a member of the SLT and this must be recorded in the Incident book. Parents should be informed by the Head of School or SLT and appropriate action will be taken.

The school keeps a variety of records of incidents of misbehaviour. The class teacher deals with minor classroom incidents which do not need to be recorded. If an incident is serious enough to require an Incident form, SLT must be made aware of this. The Head of School keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. Please refer to Flowchart for recording on and Incident Form.

The Head of School and SLT will monitor behaviour throughout the school by doing behaviour focused observations in classrooms and communal parts of the school. The findings from these will be reviewed to monitor both good and negative behaviour trends.

Behaviour Outside School

Pupil's behaviour outside of school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits which acknowledge; in cases of serious bad behaviour, they will collect their child from the venue.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff.' These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used.

The following sanctions / punishments will *never* be used:

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Head of School immediately. Remember, these guidelines will protect you, the children, and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint / Intervention

All members of staff are aware of the regulations regarding *The Use of Force to Control or Restrain Children* as set out in Education Act 1996. Teachers in our school do not hit, push, or slap children.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

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- 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

When considering using reasonable force, staff should, in considering the risks, carefully recognize any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. They should also be aware of their own safety and remain in sight of other staff at all times.

Involvement of Pupils

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. Through our class meetings and Friday activities the children will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

Equal Opportunities

All sanctions must be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs, or disability.

Recording

Incidents forms are used to record inappropriate behaviour, and these are given to parents to sign. All incident forms are then placed onto an incident log that is kept in the school Office. Any letter or correspondence that is sent to parents regarding discipline is also kept on file. The overwhelming majority of disciplinary offences are "in house" and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.

Responding to Misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The Meadows Montessori School recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils 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 any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

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- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil 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 pupil concerned.

Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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 pupil 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 pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (Lisa Elvish) may 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/carers to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority (Suffolk County Council) to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Low level behaviour management- Primary only

Stage One- Verbal warning

Stage Two- Child to sit next to the Teacher

Stage Three- Remove freedom of choice (Following the Montessori ethos- Freedoms are removed such as choosing their work space/moving rooms etc)

Stage Four- Child to see a member of SLT

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If the behaviour continues after stage four, parents/carers will be called in for a meeting with a member of SLT & their class teacher.

In the case of more serious behaviour we would go straight to stage 4.

Responding to a Persistent Behavioural Problem – High School Only

Stage one: First behavioural concern

Where a student's behaviour has an adverse effect on the school community, our initial response will be to discuss this with the student and help them to understand why their behaviour is not appropriate. As much as possible, this will be done in a restorative way.

Stage two: Repeated behavioural concern

If a student continues to behave in a way that does not meet our expectations in school, we will continue to meet with the student to help them understand why their behaviour is not acceptable, but we will also contact home to inform parents of our concern and ask them to reinforce our expectations.

Stage three: Persistent behavioural concern

If there continues to be no improvement in the student's behaviour, we will arrange to meet with the student and their parents (separately or together as appropriate) to set out a plan for improvement. This may include certain reasonable restrictions to the student's normal freedoms – related to the behavioural concern that we have – for a period. We expect the student to adhere to these restrictions and the parents to support us in implementing them. At this stage we would inform parents that their child is in danger of losing their place at our school.

Stage four: Continuing persistent behavioural concern

In the event that a student's behaviour continues to be a concern despite following the interventions stated in stages one to three, we would then inform parents that they will need to remove their child from our school permanently with immediate effect.

Annex A- School Rules Poster



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