



BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

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 - (2016) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting The Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011)
- DfE Guidance (2022) – Behaviour in schools- Advice for Head Teachers and School Staff.
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

Applies to:

- The whole School including the 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 students, the Proprietor and volunteers working in the school

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the Head Teacher.

- The Head of School (Sam Sims) is responsible for the behaviour management of the whole school
- Kayleigh Parker (EYFS Lead) is responsible for the behaviour management of children in the Early Years Foundation Stage (EYFS)
- Matt Sims (Head Teacher) and David Green (Head Teacher) are responsible for the behaviour management of the High School

Read with related documents:

- Appendix A: Managing Behaviour in the Early Years Foundation Stage (EYFS)
- Appendix B: Managing and Modifying Children's Behaviour
- Appendix C: Encouraging Positive Behaviour Flowchart for recording on and Incident Form
- Appendix D: Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic Education (PSHEE) and Supervision of Children Policy.

The above policies, working practices, documentation and record keeping support the implementation of behaviour management including discipline and sanctions.

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.

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 Teacher) 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.

Signed:
Sam Sims – Head of School

Date: September 2022

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.

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 and in planners. 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 never 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, backed by a balance of rewards and sanctions within a positive community atmosphere.

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;

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- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

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.

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, lunch time and poor attitude

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, 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) Any prohibited items found in a pupil's possession 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.

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 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.

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School 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.

Implementation

The **Head of School** has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The Meadows Montessori Primary 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.

The Role of the 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 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:

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- 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.
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The Role of All 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.

The Role of 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

The Role of Parents

The Meadows Montessori School strongly encourages an ethos and culture where by 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 school has a good working relationship with the local authority and complies with their safeguarding procedures.

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Standards of Behaviour

Our 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.

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, tidy and attractive. Children showing pride in their own classroom and cloakroom is the first step towards 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.

Pupils should confine items of jewellery worn at school to a watch and, in the case of girls, one pair of stud earrings to be worn in the earlobe only. These items must be removed for P.E. (Please note that the school cannot take responsibility for jewellery, - expensive items should not be worn for school). Parents should hand into the School Office any medication, brought into School. Inhalers are kept in classrooms in orange bags.

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.

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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. Children should be encouraged to accept responsibility for their own behaviour. Children are expected to behave in a manner that will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated. 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.

- 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. (Please see school anti-bullying policy.) 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 to him or her in the form of assistance from the Head or outside agencies.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses
- Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

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

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

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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.

Behaviour Management

The consequences of any misbehaviour should be logically related. Under no circumstances is it 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.

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.
- 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 reintegrated back into the classroom as soon as appropriate and safe to do so.

Staff will record all incidents of removal from the classroom along with the details of the incident that led to the removal, and any protected characteristics of the pupil in a behaviour log.

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.

Further suggested strategies:

All adults working directly with children at The Meadows Montessori School can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained.

The further suggested strategies for staff are as follows:

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the child to appropriate behaviour, explain to them why their previous behaviour was not acceptable.

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- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside and ask what he or she is doing.
- Remain calm and use appropriate assertion. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be a recipe for disaster.
- Focus clearly on the relevant rule or right.
- Address the behaviour and avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)
- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action, may become necessary. This will mean the child being brought to the attention of SLT to discuss their behaviour further, and contact should be made with the child's parents to arrange a meeting to discuss how to move forward.

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.

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).

Mobile Phones

Pupils are not allowed to have mobile phones with them on site. 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.

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.

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.

Anti-Bullying

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.

Pupil's 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 – Grasshoppers and to 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

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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 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.

Incidents

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 (See Behaviour Management on Educational Visits and Off-site Activities)

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.

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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
- 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

Incident 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.

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.

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.