Meadowhead School and Sixth Form

Behaviour Policy 2026-2027

Including Off-Site Direction & Managed Moves

This is a policy of Meadowhead School and Sixth Form.

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1. Aims

This policy aims to:

- Ensure students are ready to learn, respectful and safe.
- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.
- Restrictive interventions, including use of reasonable force in schools; Guidance for schools in England, April 2026

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping or the use of other nicotine products
- Racist, sexist, homophobic or discriminatory behaviour
- Any other behaviour which seriously threatens the safety, welfare, or orderly operation of the school
- Possession, use, supply, distribution or sale of any item prohibited/banned by the school's rules.
- **Statutory prohibited items for which authorised staff have a power of search include:**
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images or materials
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

In addition, the following items are banned under the school rules and are identified as items for **which an authorised member of staff may conduct a search:**

- e-cigarettes and vaping devices, including disposable and reusable vapes.
- vaping liquids, refills, cartridges, pods and other vaping substances, whether or not they contain nicotine.
- nicotine products, including nicotine pouches, strips and similar non-medicinal nicotine products.
- any other items expressly identified as banned and searchable under the school rules.

Medicinal products or medical devices legitimately required by a student will be managed in accordance with the school's policy and procedures for supporting students with medical conditions.

4. Bullying

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

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)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found here: Anti-Bullying Policy

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly

- Challenging students to meet the school's expectations

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

5.4 Parents and carers

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the year team promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to meet the behaviour standards through the explicit teaching of the behaviour curriculum. They will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

School in partnership with parents will work hard to create a culture that promotes excellent behaviour through strong policies, shared understanding and clear communication. We strongly believe that the

school's behaviour curriculum is essential for creating an environment where all students can thrive academically, socially, and emotionally. It lays the foundation for a positive school culture, ensures fairness and consistency, and prepares students for success in life beyond school.

Students are expected to be ready to learn, respectful and safe and:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- 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 students can meet behavioural expectations in the curriculum.

6.1 Mobile phones, headphones and ear buds

It is a legal requirement for schools to be phone-free. Students are **not allowed any mobile devices, headphones or ear buds** that are likely to distract them from learning in school.

In addition to this, smart watches must be in airplane mode with access to messaging / internet disabled.

As such devices are expensive and very desirable, the school cannot accept liability if they are lost or stolen when brought on site.

The school will confiscate mobile phones, headphones or earbuds that are seen, heard or used during the school day. This includes phones that are visible because they are being carried in a student's pocket. Confiscated items will be dealt with in accordance with the behaviour policy.

A meeting with parents will be arranged for persistent offenders to avoid suspension or other serious sanctions.

Staff should model the policy and avoid use personal phones for personal reasons in front of students during the school day. Personal mobile phones must not be used while supervising students, except in emergencies or where authorised for school business. Staff must use school-approved devices and communication systems for school business.

7. Responding to behaviour

Our relational approach means we have high expectations but also provide high support. Staff will reinforce and reward positive effort, attitude and behaviour. They will also issue sanctions when students fall below the expected standards. We have a graduated response to both good and bad behaviour.

7.1 Classroom management

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

They will:

- Establish clear routines e.g. entry / exit into the classroom, management of activities and resources.

- Create a calm and orderly environment
- Plan engaging lessons using the shared curriculum to engage, challenge and meet the needs of all students
- Reinforce the behaviour curriculum foci and establish strong classroom rules in line with policy
- Develop a positive relationship with students, which may include:
    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Hold restorative conversations after misdemeanours (C2 see appendix)

7.2 Safeguarding

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

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

The list below illustrates some of the various rewards that are commonly used in school:

i. Verbal and non-verbal praise by staff.
ii. Positive comments in books.
iii. Positive e-mails, postcards and phone calls home from staff.
iv. Public recognition of achievement: assemblies, newsletters, annual and termly Celebration Assemblies.
v. Group achievement recognition: rewards and trophies based on sporting and other competitions.
vi. Attendance awards on a weekly and termly basis, including tutor group sweets, postcards, texts and letters home and vouchers
vii. Individual effort/achievement recognised by faculties and year teams.
viii. Form Tutor awards.
ix. Head of Year awards.
x. R1, R2 and R3 awards.

xi. Diamond awards.

Diamond Awards

One of our key aims as a school is to formally recognise effort and achievement in a fair and consistent way across all year groups. We believe that to do this we need to recognise all of the successes that students have in a holistic way, using simple systems that are clear and robust.

The aim is to reward students in lessons, around the school and at home on a frequent basis to foster an atmosphere of success.

The smallest denomination of award in this system is the R1 and the highest is the R4. Rewards are recorded on ClassCharts. The table below indicates how these awards may be achieved and what happens when they are awarded.

Reward	Points	Description	Example	How?
R1	**1**	An *excellent* moment in a lesson An act of kindness or respect An *excellent* contribution outside of a lesson	A *good* piece of homework hand in *on time* Detailed and thoughtful response in class discussion Excellence achieved in individual pieces of classwork	Teacher input on ClassCharts
R2	**2**	Excellent over a number of lessons	Sustaining high standards over a period of time in any aspect of school life: classwork, homework, extended project and organization.	Teacher input on ClassCharts
R3	**3**	*Sustained excellence* over a half-term or sustained community service	Achieving a good review (“2”) Sustained performance in a subject Supporting the school community as a representative or ambassador Sustained participation in extra-curricular teams or activities	Nominations from staff and a Headteacher’s letter of commendation
R4	**4**	*Outstanding all-around performance* in academic e or in extra-curricular activities	Achieving an outstanding review (“1”) For an outstanding achievement in or outside of school such as fund raising, charity work, sporting achievements (e.g. at a regional or national level) or contributing to your community. Leadership in a challenging incident (e.g. providing first aid)	Nominations from staff and a letter of commendation from the Headteacher and from the Governors

Each award has a point(s) value that allows students to work towards the prestigious ‘diamond’ award.

For a student to attain the ‘diamond’ award they will have had to work consistently hard over a significant period of their time at Meadowhead School and will have made a real contribution and impact to their community. We acknowledge their achievement by proudly displaying their names on our honours board.

The board sits at the very heart of the school building, in the Rosling and is a permanent reminder of the success that any student who manages to achieve the ‘diamond’ award has had.

Students who achieve 500 reward points over their time at the school receive a Diamond Award. Students who reach the milestone of 1000 reward points receive a Double Diamond Award. These awards are presented by the Headteacher in a special ceremony held in school.

Each year group holds a celebration event at the end of each half term where many students’ contributions will be acknowledged. We have particular prizes and awards that recognise attendance, good behaviour and effort in school.

We also recognise students’ achievements at key events throughout the academic year:

- End of term celebration assemblies;
- Making a Difference Award ceremony in the summer term;
- an end of Key Stage 4 Record of Achievement Assembly;
- the prestigious GCSE Awards Evening that takes place each year in November;

At all of these events, students will be nominated for prizes and awards across effort, attainment, progress and service to the school.

7.4 Responding to misbehaviour

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

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

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

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

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

Staff will use a graduated sanction system using consequences. This could also incorporate 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Giving a negative behaviour point (C1-3) with the reason
- Sending the student out of the class to stand by the door for a few moments
- Setting of written tasks such as an account of their behaviour (reflection sheets at C3)
- Detention after school (C3) escalated to an SLT detention for non-attendance
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the student to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a student ‘on report’: subject teacher, Head of Faculty, year team and SLT (green, amber and red)

- Removal of the student from the classroom (Behaviour for Learning room by faculty area)
- Placing the student in ISR (internal suspension room) for a C4 (sanctioned by Year Team or SLT)
- Suspension (approved by SLT only)
- Permanent exclusion, in the most serious of circumstances

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

7.4 Monitoring and Recording

The school uses ClassCharts as a behaviour monitoring system for staff, parents and students. It encourages independence and reflection from students. It allows parents to be fully informed of their child's behaviour, attendance and homework progress. It facilitates the close monitoring of behaviour trends / patterns (reports) and creates a clear communication pathway between teachers and the behaviour team (on call / year team alerts)

We will make full use of these functions:

- Seating plans
- Setting and monitoring homework
- Recording and tracking attendance, behaviour and homework data
- Recording behaviour points (positive and negative)
- Accessing data and student profiles (PP, SEN, EAL and reading ages)
- Behaviour logs (can be filtered in multiple ways e.g. type, student, cohort)

7.5 Restrictive interventions including the use of reasonable force (use of restraint)

Restrictive intervention is the 'umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.'[1]

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

- 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 on CPOMS
- Be reported to parents/carers

[1] DFE Restrictive interventions, including use of reasonable force, in schools, April 2026

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. Staff will always prioritise de-escalation and staff who know students well will help manage trigger points and develop strategies to reduce the need for reasonable force.

Seclusion

This is a non-disciplinary intervention involving keeping a studentconfined in a place away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a pulil is experiencing high levels of behavioural or emotional dysregulation.

It should:

- Be a place where a student will feel safe and not threatened
- Be supervised at all times during the period of seclusion
- Only be used during the period of high risk of harm
- Be recorded on CPOMS

Recording and reporting: Reasonable Force and Seclusion

Under the DfE guidance, schools have to record and report incidents of use of reasonable force and seclusion. This applies to 'any incident where the use of reasonable force goes beyond appropriate physical contact between pupils and staff' or when seclusion has been used (see guidance above). The staff member should record the names of students, the staff involved, the needs of the student, the time, date, location and degree of force or brief account of the seclusion intervention, post-incident support and why the force / seclusion was used. We will report all incidents of reasonable force or seclusion to parents 'as soon as is practicable'.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student. **Items banned under the school rules, including vapes, vaping products and non-medicinal nicotine products, may also be confiscated. Vapes, vaping products and non-medicinal nicotine products will not be returned to the student. They will be stored and disposed of safely and appropriately.**

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

Where an item may constitute evidence of an offence or raises a safeguarding concern, the school will consider whether it should be passed to the police or another appropriate agency.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

The items for which a search may be conducted are set out in section 3. These include statutory prohibited items and additional items identified as searchable under the school rules, including vapes, vaping products and non-medicinal nicotine products.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead, SLT member or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

Refusal to co-operate with a search

If the student refuses to co-operate with a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead / SLT member / pastoral lead to try to determine why the student is refusing to comply.

Reasonable force may only be used to search for items where there is a statutory power to search without consent and the law permits the use of force. Reasonable force will not be used to search for an item which is searchable solely because it is banned under the school rules, such as a vape or non-medicinal nicotine product.

Any use of reasonable force will be lawful, reasonable and proportionate and will be carried out in accordance with the school's policy on the use of reasonable force.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions or locker.

'Outer clothing' includes:

- Any item of clothing that isn't 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 students' possessions

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

- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Parents/Carers will be contacted for assistance where students are refusing to give permission for the search.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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 student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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 student'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 student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

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 student's parents/carers to inform them that the police are going to strip search the student, and ask them whether they would like to come into school to act as the student'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 student'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 premises, and monitor them for any trends that emerge.

Please note the need to strip search a young person in a school setting is incredibly rare and will only be considered in exceptional circumstances.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student 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 student 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 whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students 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.

Screening

We do not routinely screen students in school, but do reserve the right to use a hand-held metal detector to search anyone suspected of bringing a banned item into school or leaving an examination hall to prevent a breach of examination regulations.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the relevant staff member will liaise closely with the DSL and the safeguarding team to 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The school's Never Okay campaign promotes zero tolerance and aims to develop understanding of what is unacceptable behaviour.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy. Please be aware in the most serious cases this could result in a permanent exclusion.

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Detention

Teaching staff, the behaviour team and pastoral team have been authorised by the headteacher to give students detentions.

Support staff would refer students to the senior leadership, behaviour or pastoral team for a detention.

Students can be issued with detentions during break, lunchtime and after school during term time.

The school will notify parents/carers of all after school detentions.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

All faculties will have a behaviour for learning room to be utilised, in the first instance, if a student is removed from class. Other provision such as ISR can be used more serious incidents.

Students who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- Meetings with behaviour managers
- Use of teaching assistants
- Short-term behaviour report cards

- Long-term behaviour plans
- Engagement Centres
- Alternative provision
- Multi-agency assessment and referrals

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

8.3 Engagement Centres

The school has two on-site support units: the Key Stage 3 Engagement Centre and the Key Stage 4 Engagement Centre.

The Engagement Centres provide support for students who are at risk of permanent exclusion and/or who require additional or different provision to enable them to engage successfully with education. They provide a smaller, more supportive learning environment alongside increased pastoral and behavioural support.

Placement within an Engagement Centre is a planned intervention and is not, in itself, a disciplinary sanction. The aim is to provide a structured, supportive environment in which students can maintain their education, address barriers to successful engagement and, where appropriate, work towards reintegration into mainstream provision.

Students accessing an Engagement Centre follow a planned timetable. Some students may access a combination of Engagement Centre provision and mainstream lessons, while others may remain within the Engagement Centre for the majority or entirety of the school day.

Engagement Centre placements are kept under review to ensure that the provision continues to meet the student's needs and supports their educational progress, attendance, behaviour and engagement. Where reintegration into mainstream provision is appropriate, this will be carefully planned and supported.

8.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspension and exclusions policy for more information.

9. Responding to misbehaviour from students with SEND

Further information relating to the school's approach to SEN can be found in the SEND Information Report

9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

This support may be but not limited to:

- Short sensory breaks outside of the classroom
- The use of fidget toys or other aids within the classroom
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with known sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones) where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will consider whether:

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

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

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

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Students 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 student with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The Local Offer for the Sheffield Local Authority and contact details can be found here.

10. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

The school will work closely with parents reintegrate students following removal from the classroom, time spent in the Engagement Centre or in another setting under off-site direction, or following suspension. This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Student transition

11.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing students for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Off-Site Direction and Managed Moves

Principles

The school is committed to maintaining high standards of behaviour whilst ensuring that students receive appropriate support to meet their individual needs. As part of a graduated response to behaviour concerns, the school may consider the use of Off-Site Direction (OSD) or a Managed Move where this is deemed to be in the best interests of the student and the wider school community.

Off-Site Direction and Managed Moves will only be used following careful consideration of the student's needs, the support already provided, and the views of the student, parents/carers and relevant professionals. Before directing a pupil off-site, the Headteacher will consider whether the behaviour may arise from an unmet special educational need or disability and whether further assessment or adjustment is required.

Off-Site Direction

Off-Site Direction is a statutory intervention that enables the Headteacher to require a student to attend educational provision at another mainstream school or alternative provision for the purpose of improving behaviour. Off-Site Direction will not be used as a disciplinary sanction or punishment. It will only be used where the placement is expected to improve the pupil's behaviour, engagement or educational outcomes.

Throughout an Off-Site Direction placement, the student will remain on the admission register of the home school, which retains overall responsibility for the student's education, safeguarding and welfare.

Off-Site Direction may be considered where:

- A range of behaviour interventions and support strategies have been implemented without sufficient success;
- Additional targeted intervention is required to prevent further behavioural deterioration;
- A student is at risk of suspension or permanent exclusion;
- A temporary placement is considered necessary to support behavioural, social, emotional or educational outcomes.

The school will only direct a student off-site after demonstrating that appropriate interventions have been implemented, including, where relevant:

- Pastoral support and behaviour interventions;
- SEND assessments and support;
- Multi-agency involvement;
- Statutory assessments;
- Safeguarding support and interventions.

Planning and Placement Arrangements

Prior to any Off-Site Direction, the school will ensure that:

- Parents/carers and the student are involved in the planning process wherever possible;
- Relevant information is shared between the referring school, receiving provision and, where appropriate, the Local Authority;
- Appropriate safeguarding arrangements are in place;
- The receiving provider has sufficient information to support the pupil safely and effectively.

Communication and involvement of parents:

Although parental consent is not required for an Off-Site Direction, parents/carers will be consulted wherever reasonably practicable and their views will be taken into account before the decision is made. Before directing a pupil off-site, the Headteacher will seek and consider the views of the pupil and their parents/carers wherever reasonably practicable. The school will explain:

- why an Off-Site Direction is being proposed;
- the objectives of the placement;
- why the proposed provision has been selected;
- how progress will be measured;
- what support will be available during and after the placement.

The school will record how the views of the pupil and parents have informed its decision.

Information shared may include:

- Current and previous attainment data;
- Academic potential;
- Attendance information;
- Behaviour records;

- Safeguarding information;
- Current risk assessments;
- Advice regarding effective risk management strategies and student support.

Where a student has a social worker, the school will ensure that they are involved appropriately in planning and reviewing any Off-Site Direction placement.

Off-Site Direction may be arranged on either a full-time or part-time basis. A student may attend alternative provision whilst continuing to receive part of their education within the school.

The placement will be time-limited. The proposed duration will be agreed during the planning process and may range from a short-term intervention to a longer placement where this is considered appropriate. Alternative arrangements will be considered before the placement reaches its agreed end date, including reintegration into the school, continuation of alternative provision, or consideration of a permanent Managed Move.

Written notification will be provided to parents/carers (or students aged 18 or over) as soon as reasonably practicable and, wherever possible, no later than two school days before the placement begins.

This notification will include:

- The address of the educational provision;
- The objectives and reasons for the placement;
- The duration of the placement;
- Attendance arrangements and session times;
- The member of staff to whom the pupil should report on their first attendance.

Where Off-Site Direction involves attendance at another mainstream school, attendance will be recorded using the appropriate attendance register code in accordance with statutory attendance guidance, including Code D where applicable.

Review of Off-Site Direction

The Governing Board, or a delegated committee acting on its behalf, will maintain oversight of all Off-Site Directions.

The Governing Board will keep the placement and reintegration arrangements under review for as long as the Off-Site Direction remains in effect.

Placements will be reviewed regularly and at intervals appropriate to the needs of the student. Review meetings will consider:

- The effectiveness of the placement;
- Progress towards agreed objectives;
- Attendance, behaviour and engagement;
- Reintegration planning;
- Whether the placement should continue and, if so, for what period.

Review meetings may involve:

- School representatives;
- Parents/carers;
- The student;
- Representatives of the receiving provision;
- The Local Authority (where a pupil has an Education, Health and Care Plan);
- Relevant professionals including social workers, CAMHS, Youth Justice Services, MASH representatives and other involved agencies.

Written records of review meetings will be maintained.

Parents/carers, students aged 18 or over, and the Local Authority where a student has an EHC Plan may request a review meeting in writing. The Governing Board will arrange a review as soon as reasonably practicable, taking account of the timing of any recent review and the circumstances of the placement.

Written invitations to review meetings will normally be issued at least six days in advance. Following each review meeting, written confirmation of decisions, including reasons and timescales, will be provided to parents/carers within six days of the meeting.

Temporary Direction Off-Site for Safeguarding Reasons

In exceptional circumstances, the school may temporarily prevent a student from attending the school site for safeguarding reasons. This is **not** a suspension or exclusion and will only be used where it is necessary to separate students to manage a safeguarding risk and where no reasonable alternative arrangements can be made on site. This arrangement will only be used where separation of students cannot reasonably be achieved whilst retaining students safely on the school site

Such decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision without delay, and the governing board will be notified. Arrangements for the student's education during this period will be made in accordance with statutory guidance. The school will support the student's reintegration when it is safe and appropriate for them to return.

OSD placements through COMPASS

As part of the COMPASS group, the school may utilise OSD placements within the partner schools as part of a graduated response to behaviour concerns. Participation in placement does not reduce the school's responsibility for the pupil and will not be used as an informal exclusion or as a means of avoiding suspension or permanent exclusion procedures

The school may use two types of Off-Site Direction placement:

Short-Term Intervention Placement (5–10 School Days)
A short-term placement may be arranged where a pupil requires intervention, reflection and behavioural support.

During the placement the student will receive an educational programme determined by the host school to meet the objectives of the placement. This may include attendance within an inclusion unit, targeted intervention, other appropriate provision.

The placement is intended to:

- Provide a period of reflection and behavioural intervention;
- Prevent further escalation of behavioural concerns;
- Support successful reintegration into the home school;
- Reduce the risk of suspension or permanent exclusion.

At the end of the placement, the student will normally return to their home school with an agreed support and reintegration plan.

Extended Integration Placement (6–12 Weeks)
Where a longer period of support is required, a student may be directed to another mainstream school for an extended Off-Site Direction placement. The process is as stated above.

The primary expectation of all Off-Site Direction placements is successful reintegration into the home school. Consideration of a permanent Managed Move may only take place following formal review of the placement and where this is considered to be in the student's best interests.

Any decision to pursue a Managed Move will be made separately from the Off-Site Direction placement and will comply with the requirements of the School Admissions Code, relevant Department for Education guidance and local admission arrangements.

Off-Site Direction placements will not be used as trial Managed Moves.

Managed Moves

A Managed Move is a voluntary and collaborative process that enables a permanent transfer of a student to another mainstream school as part of a behaviour support strategy.

Managed Moves are intended to provide students with a fresh start in a new educational setting and may be considered where this is in the best interests of the student.

A Managed Move is a permanent arrangement and cannot be used as a trial placement.

Where a temporary placement at another school is required to assess suitability or support behavioural improvement, the school will use Off-Site Direction rather than a Managed Move.

A student will not be permanently excluded because they or their parents/carers do not agree to a Managed Move.

Managed Move Procedures

Before a Managed Move is considered, the school will:

- Seek and consider the views of the student;
- Consult fully with parents/carers;
- Demonstrate that appropriate interventions and support have already been implemented;
- Ensure relevant information is shared with the receiving school and, where appropriate, the Local Authority;
- Consider safeguarding, SEND and vulnerability factors.

Information shared will include:

- Prior and current attainment data;
- Academic potential;
- Attendance and behaviour information;
- Current risk assessments;
- Safeguarding information;
- Effective support strategies and risk management plans.

Where a student has a social worker, the school will notify:

- The social worker;
- The Designated Safeguarding Lead;
- Parents/carers, unless doing so would create a safeguarding risk;
- The Virtual School Head where the child is looked after.

Where applicable, the student's Personal Education Plan (PEP) will be reviewed and amended to reflect the move.

Where a Managed Move is agreed, the student's name will be removed from the admission register of the original school and added to the admission register of the receiving school in accordance with statutory registration requirements. A student must only be registered at one school at any given time.

Admissions and Managed Moves

The school recognises that Managed Moves must comply with the School Admissions Code and cannot be used to circumvent normal admissions arrangements.

Where a Managed Move requires an in-year admission application, the admission authority must determine the application in accordance with its published admission arrangements and oversubscription criteria. A student undergoing a Managed Move must not be admitted ahead of students on a waiting list unless they meet the published oversubscription criteria more closely than those already on the list.

Managed Moves are distinct from the Fair Access Protocol. Where a student does not meet the criteria for placement through the Fair Access Protocol, standard admissions arrangements will apply.

Where an Off-Site Direction placement is subsequently proposed to become a permanent Managed Move, the school will work with the admission authority and Local Authority, where appropriate, to ensure that all admissions requirements and statutory guidance are followed.

Related Legislation and Guidance

This section should be read alongside:

- Department for Education: Suspension and Permanent Exclusion Guidance (2026);
- Department for Education: Alternative Provision Statutory Guidance;
- School Admissions Code;
- Fair Access Protocol;
- Keeping Children Safe in Education;
- SEND Code of Practice;
- The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.

13. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint and reasonable force
- The needs of the students at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (from the Consequence system)
- Attendance, permanent exclusions and suspensions
- Use of student support units, off-site directions and managed moves, including temporary safeguarding separations from site.
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every 5 weeks by the behaviour leads (Deputy Headteacher and Assistant Headteacher for behaviour).

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle them.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Pupils committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the Pupils Committee and formally ratified by the Full Trust Board.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy
- SEND policy

Appendix 1: Home School Agreement

HOME SCHOOL EXPECTATIONS

At Meadowhead, we make a difference

AS A SCHOOL WE:

- Make a difference
- Care about the health, well-being and safety of our students
- Provide high quality teaching
- Provide a safe and well ordered learning environment
- Have high expectations of behaviour, attainment and effort
- Reward good behaviour and effort
- Inform parents of any concerns
- Regularly set and mark homework
- Provide a broad, balanced and challenging curriculum
- Listen to and respond to parents' concerns and queries
- Provide regular marking and feedback
- Keep parents informed about students' progress, key events and meetings
- Insist on good punctuality and attendance
- Give students opportunities to achieve their aspirations and potential
- Respect and value all students

AS A STUDENT I:

- Make a difference
- Care about my health, well-being and safety
- Work to the best of my ability
- Bring all the folders, books and equipment I need to school in a school bag
- Wear the correct uniform at all times
- Take responsibility for my learning in school and at home
- Show pride in my school and respect its environment
- Have good attendance and punctuality
- Take part in extra curricular activities
- Follow school rules and meet expectations
- Show good behaviour towards others
- Show respect

AS A PARENT I:

- Make a difference
- Care about the health, well-being and safety of my child
- Make sure that my child has good attendance and punctuality
- Provide the correct uniform, equipment and books for school
- Take an interest in my child's learning and check homework completion
- Support my child during examination periods
- Keep the school informed about any issues which affect behaviour, learning or well-being
- Attend parents' evenings and key events
- Encourage my child to always do their best
- Read all correspondence from the school and respond when necessary
- Support the school in ensuring high standards of behaviour and uniform
- Encourage my child to take part in clubs and activities
- Ensure that family holidays are taken out of term time
- Support the school in its aspirations for all students

www.meadowhead.sheffield.sch.uk
0114 2372723 enquiries@meadowhead.sheffield.sch.uk

Appendix 2 – Code of Conduct

At Meadowhead, our conduct makes a difference

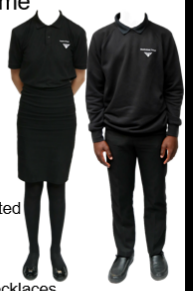
Conduct – Ready, Respectful and Safe

Ready to learn
- Attend school and lessons on time, with correct equipment
- Complete all classwork and homework on time to the best of your ability
- Take an active part in lessons

Respectful Community
- Follow all instruction first time
- Be kind and use appropriate language
- Take pride in our environment: keep it clean and tidy

Safe Environment
- Wear the correct uniform at all times
- Move sensibly around school and keep hands to yourself
- Help create a calm and safe place through positive behaviour

Uniform – Smart, Safe and the Same



- ☑ Meadowhead sweatshirt and polo shirt
- ☑ Plain black trousers or skirt with dark black tights
- ☑ Plain black leather – look shoes or trainers with a hard outer shell
- ☑ Minimal make-up and natural nail varnish
- ☑ A wristwatch – smartwatches must be in 'airplane' mode
- ☑ A pair of stud earrings and / or single nose stud (under 1cm)
- ☑ Black or white head coverings that are securely fitted

- ☒ No canvas or 'soft' shoe/ trainers
- ☒ No jeans, leggings, shorts or joggers
- ☒ No hooped earrings, tongue studs, bracelets or necklaces
- ☒ No long nails – must be trimmed to end of finger/ thumb
- ☒ No loose fitting or brightly coloured head coverings
- ☒ No non – natural hair dyes or braid colours

Meadowhead School is a Halo Code School

Consequences

Verbal Warning
C1 – Name recorded
C2 – Conversation with staff member
C3 – After school detention
-Possible removal from classroom
C4 – Internal suspension room

Mobile Phones, Ear buds and Headphones

Never seen, heard or used



Rewards

R1 – An excellent moment or piece of work
R2 – Excellence over a number of lessons
R3 – Sustained excellence or community service (Headteacher's commendation letter)
R4 – Outstanding performance or service (Governor's commendation letter)

Diamond Award – 500 points
Double Diamond – 1000 points



Reward points contribute to the Cook Shield presented to the winning house in July.

Equipment

- ☑ School backpack (A4 size)
- ☑ A4 Homework folder
- ☑ Black and green ball point pens
- ☑ Pencil
- ☑ Ruler
- ☑ Rubber
- ☑ Sharpener
- ☑ Scientific calculator
- ☑ Glue stick
- ☑ Reading book (Year 7, 8 and 9)
- ☑ Printed timetable
- ☑ Water bottle