



Manor High School
Excellence ~ Inspiration ~ Resilience ~ Respect

Behaviour Policy

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Contents

Contents.....	2
1. Aims.....	3
2. Legislation and statutory guidance	3
3. Definitions	3
4. Bullying	5
5. Roles and Responsibilities	5
5.1 The Governing Body	5
5.2 The Headteacher	5
5.3 Staff	5
5.4 Parents.....	5
6. Student Expectations.....	6
7. Rewards and Consequences.....	6
7.1 List of Rewards and Consequences	7
7.2 Reflection Room	8
7.3 Detentions	8
7.4 Break and Lunchtime Behaviour	9
7.5 Off-site misbehaviour.....	9
7.6 Online misbehaviour	10
7.7 Abuse of staff	10
7.8 Suspension and permanent suspension.....	10
8. Behaviour Management.....	10
8.1 Classroom Management	10
8.2 Positive Handling.....	11
8.3 Confiscation.....	11
8.4 Searching a student.....	11
8.5 Strip searches	12
9. Student support.....	13
10. Safeguarding.....	14
11. Training.....	14
12. Monitoring Arrangements.....	14
13. Links with Other Policies	14
Appendix 1: Suspension letter	15

1. Aims

Our school, through this policy, aims to:

- Provide a consistent approach to our behaviour curriculum and promote positive behaviours through the core values of the school.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline the expectations and consequences of behaviour.
- Summarise the roles and responsibilities of different people in the school community with regard to maintaining high standards and expectations of behaviour as we strive for excellence.
- Outline our system of rewards and sanctions which supports our four core values of Excellence, Inspiration, Resilience and Respect

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education:

- [Behaviour in schools: advice for headteacher and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent suspension from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

3. Definitions

The following list is not intended to be exhaustive and gives only an indication of the *types* of offences:

Misbehaviour at Manor High School is defined as:

- Disruption in lessons, in corridors between lessons, at break, lunchtimes and any other transition times

- Poor attitude to learning which includes non-completion of classwork or homework, incorrect uniform, mobile phone use and lateness to lessons.

Serious misbehaviour at Manor High School is defined as:

- Repeated breaches of the school rules/not rectifying behaviour after warnings
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Serious verbal abuse / language
- Vandalism
- Theft
- Physical assault
- Fighting
- Smoking/Vaping or any substance abuse
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. Examples include:

- Knives, blades or weapons
- Alcohol
- Drugs (except for prescribed medication)
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Energy drinks
- Fireworks/firecrackers
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Further information on our Trust anti-bullying policy can be found here [OAK Trust Anti-Bullying Policy](#).

5. Roles and Responsibilities

5.1 The Governing Body

The governing body 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.

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

The Headteacher will ensure that the data from behaviour reports is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

5.3 Staff

All Manor High staff are responsible for:

- Implementing the behaviour policy and curriculum consistently
- Modelling positive behaviour
- Using the behaviour curriculum to lever good behaviour
- Providing a personalised approach to the specific behavioural needs of particular students

Recording behaviour incidents

Facilitating restorative conversations with students as required

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

5.4 Parents

Parents are expected to:

- Support the school to ensure that their child adheres to the student expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/tutor/house manager promptly
- Support the school's behaviour policy and processes

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

6. Student Expectations

Manor High School is committed to providing a high quality, inclusive educational experience in a caring environment. Our core purpose is to provide personalised support to students.

We aim, at all times to be positive in our treatment of students and to use positive reinforcement to encourage good behaviour. The priority of Manor High School is to develop positive attitudes to learning and to encourage positive attitudes between students, teachers and other adults. This is the ongoing responsibility of us all.

Key Processes

We will achieve this through our behaviour curriculum:

- Classroom routines and expectations; for example: 5 in 5, Do now, SLANT, SHAPE, STEPS and No opt out questioning.
- Creating an environment where all students have the opportunity to strive for excellence
- The use of our four core values of **Excellence, Inspiration, Resilience and Respect**
- Having clear guidelines for, and high expectations of, acceptable behaviour
- Providing a positive system of rewards and privileges which are valued by all students
- Having a system of sanctions which is seen to be firm, fair and consistent
- Establishing close partnerships and effective communication with parents and carers

Students are expected to:

- Behave in a responsible way and to self-regulate
- Show respect to members of staff, each other and school property
- In class, make it possible for all students to learn
- Wear the correct uniform at all times
- Reflect on errors and understand consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

7. Rewards and Consequences

At Manor High School we are committed to excellent behavioural standards built around our core values. Those who fall short of these standards will face sanctions in line with the severity of the transgression and in line with this behaviour policy. Students have home school agreements in their student handbook which outlines our high expectations, parents are expected to sign and return these to their child's form tutor. Parents also have Class Charts accessed online or via an app, this enables them to track their child's achievements and conduct in school on a daily basis.

The House System helps to underpin the values and ethos of Manor High School it also supports positive student behaviour. Every student is encouraged to gain achievement points related to the core values which are added together to form the House totals. There are four Houses: **Bradgate, Clarendon, Knighton and Watermead**. The House totals are monitored regularly and at the end of the school year all points will be combined to see which House will be awarded the House Cup. The points they gain can also be used to access rewards and privileges for themselves.

7.1 List of Rewards and Consequences

Rewards are regularly reviewed in response to student voice and currently include:

- Achievement/House Points
- Bronze, Silver and Gold badges when students have reached a level of achievement points in the four core values.
- Letters, postcards and phone calls home to parents
- Department Postcards, badges and ties
- Student of the lesson recognition
- Departmental student of the month
- Rewards assemblies
- Rewards trips
- Tutor group trophy each half term (per House) and attached reward
- Hot Chocolate with SLT
- VIP lunch pass which might include a 'queue jumper' pass or being served lunch by SLT
- Celebration awards evening at the start of the academic year (Based on previous year's achievements)
- Display of work and students' achievement
- Publicly promote student achievement through our school newsletter and via social media (Twitter, Facebook and the school website)

The school may use one or more of the following **consequences** in response to unacceptable behaviour:

- A verbal reprimand
- Moving the student within the classroom
- Removal from a lesson
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Detention after school, ranging from 30-90 minutes
- Referring the student to a House Manager or a senior member of staff
- Letters or phone calls home to parents
- Placing a student on to Tutor or Subject report or House Managers report
- Placing a student on to SLT report

7.2 Reflection Room

The reflection room serves as an alternative to fixed term suspension and as a base for intensive restorative support. Students placed in the room are required to attend school between **8.30am-3.30pm** and need to have a packed lunch unless they are FSM. Whilst in the room students will complete their timetabled work with adult support.

The reflection room might also be used to remove a student to during the school day when the criteria below has been met.

Time in the reflection room is a serious sanction and should only be used when:

- A subject team has exhausted all possible strategies to improve the behaviour of the student
- The actions of the student were serious enough
- A student acts in clear defiance of school expectations – i.e. refusing to attend a lesson, follow instructions from staff or adhere to uniform requirements

If a House Manager or a member of the Senior Leadership Team places a student in the Reflection Room a House Manager will:

- Record the incident and sanction onto Class Charts
- Inform the student
- Inform the parents/guardians
- Arrange a meeting between themselves the student and parents/guardians
- Meetings will be arranged for the morning of the day the student is due to enter the room. If parents are unable to attend this meeting, the student will enter the room and remain until a meeting can take place
- Complete the appropriate paperwork

7.3 Detentions

All staff can give detentions, and these can be held at break, lunch or after school. RTL detentions (Ready to Learn which includes expectations relating to uniform, punctuality, equipment) will result in a 30-minute afterschool detention (The following school day). S2-S4 detentions will also carry after school detention sanctioning ranging from 30 minutes to 90 minutes.

A summary of our sanctions and consequences is outlined below:

LEVEL	SANCTION	LIKELY BEHAVIOURS EXHIBITED
S1	Student detained at breaktime or lunchtime for a restorative conversation.	<ul style="list-style-type: none"> • Single occasion of low-level disruption or off task behaviour. • Failure to complete requested work after a reminder.
S2	30-minute after school detention (24 hours' notice given) run by Curriculum Leaders. Students will get	<ul style="list-style-type: none"> • Failure to attend S1 restorative conversation.

	a warning on the first occasion, then the 30-minute detention on the second occasion*.	<ul style="list-style-type: none"> Continued low level disruption.
S3	60-minute Senior Leadership detention after school. (Held twice a week - at least 24 hours' notice given).	<ul style="list-style-type: none"> Serious non-compliance or unreasonable behaviour that results in removal from the classroom. 3 x S2 detentions issued in one half-term. Failure to attend S2 detention.
S4	90-minute Senior Leadership detention (Held weekly - at least 24 hours' notice given).	<ul style="list-style-type: none"> Serious single incidents resulting in isolation. Verbal or physical abuse to students or staff. Serious single incident. Failure to attend S3 detention or not rectifying behaviour after removal.

** After the second warning and the detention is issued, this is reset, and the student starts again. It is not cumulative. Students have a fresh start every half-term.*

Ready to Learn Detentions (RTL) 30 min after school detention (with 24 hours' notice).

In order to support our expectations around standards, a R2L detention will be issued for incidents such as being late for lessons, failing to be fully equipped for learning, using a mobile device, wearing or using air pods (or versions of) and breaches of our uniform policy. R2L replaces FINE detentions.

After three of these infringements, the student will enter the above consequence table at S3 level.

For after school detentions parents will be given at least 24 hours' notice and will be informed via Class Charts app.

7.4 Break and Lunchtime Behaviour

We have the highest expectations of our student's behaviour both in and out of the classroom and this includes break and lunchtime as well. Students are not allowed to leave the school site at these times and in very bad weather, students may not be allowed outside if it is considered too dangerous.

Where a student displays repeated unacceptable behaviour, they may not be allowed out during these times or parents may be asked to make alternative lunch time arrangements for a fixed period of time.

7.5 Off-site misbehaviour

Students are expected to behave sensibly on the journey to and from school, showing consideration towards other students and showing respect towards members of the public including road users.

Consequences may be applied where a student has misbehaved off-site on the journey to and from school or when representing the school such as on a school trip.

7.6 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 where the student is under the lawful control of a staff member.

7.7 Abuse of staff

As a school we do not accept unreasonable, persistent, harassing, aggressive or abusive behaviour towards any members of staff. Any behaviour that compromises the dignity of our staff will be dealt with using the Trusts Harassment Policy.

7.8 Suspension and permanent suspension

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent 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 Policy](#) for more information

8. Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At Manor High our staff use a range of behaviour management strategies and work hard to ensure consistency in the high expectations of our students.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display their student expectations or their own classroom rules

Develop a positive relationship with students, which includes:

- Greeting students 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.

8.2 Positive Handling

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

- Posing a risk to the safety of staff, children or visitors
- Hurting themselves or others
- Posing a risk of serious damage to property
- Where a child's behaviour is seriously detrimental to good order and discipline
- Where a child is committing a criminal offence

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible and where and when possible by a member of staff who has received Safe Teach UK training.
- 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.

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession would be confiscated. These items will not be returned to students.

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

At Manor High we expect mobile phones to be turned off at all times during the school day and while on school premises however they can be accessed in lessons or other times with staff permission. Mobile phones, smart watches and air pods/buds/headphones may be confiscated if used inappropriately, on the first occasion the device will be returned at the end of the school day by a House Manager to the student and students will be placed in an RTL (Ready to Learn) afterschool detention the following school day. For repeat offenders, devices will be collected by the parents at a time agreed by the House Manager.

8.4 Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher themselves.

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

8.4.1 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

8.4.2 Support after a search

Irrespective of whether any items are found as a 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 pastoral support, and early help intervention or a referral to children's social care is appropriate.

8.5 Strip searches

DfE guidance now requires for all schools to include a section on strip searches within their behaviour policy.

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 the 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 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.

8.5.1 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place, and ask them if 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, 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 the role of the appropriate adult).

The student's parents 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.

8.5.2 Who will be present?

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

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

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

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

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

The appropriate adult will:

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

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

8.5.3 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 if, 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.

9. Student support

The school recognises that there may be some occasions where reasonable adjustments are required by the Headteacher and SENDCO so that the Equality Act 2010 and the SEND Code of Practice 2015 are considered.

Details of our school's approach to SEND can be found in the [SEND Policy](#).

10. 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 Safeguarding/Child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information [Safeguarding and Child Protection Policy](#).

11. Training

Our staff are provided with training on managing behaviour, and if applicable including proper use of restraint, as part of their induction process. Staff receive regular CPD on research led behaviour management strategies. This includes time during CPD days as well as regular staff briefings. Behaviour reports are produced regularly using Class Charts and training, coaching and support is identified and provided.

12. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and approved by the full governing body annually. There may be circumstances where amendments are added prior to review.

13. Links with Other Policies

This Behaviour Policy is linked to the following Manor High/Oak Trust policies:

- Suspension and Permanent Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Positive Handling Policy
- Parental Use of Social Networking and Internet Sites Policy
- E-Safety Policy
- SEND Policy

In addition, please find the link to PACE Code C, as mentioned in section 8.5:

<https://www.gov.uk/government/publications/pace-code-c-2019>

Appendix 1: Suspension letter

Dear

I am writing to inform you of my decision to suspend XXXXX for a period of xxxxx. This means that NAME is not allowed in school for this period. The suspension begins on xxxxxx.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend NAME has not been taken lightly. NAME has been suspended for this period because of xxxxxxxxxxxx.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on (List all days separately) unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for NAME to be completed on the days specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact Mr Shehzad Qureshi, Chair of Governors, c/o Manor High School as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to First tier Tribunal (Special Educational Needs and Disability - SEND). The address to which appeals should be sent is SEND, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

You and NAME are requested to attend a reintegration interview at the school on XXXXX at xxxxx. If that is not convenient, please contact the school. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor considered by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You may wish to contact School Admissions and Pupil Services, Leicestershire County Council, County Hall, Glenfield, Leicester, Tel No 0116 3056597 who can provide advice.

The following links and contact details may be used to access further free and impartial information:

- Statutory guidance on exclusions: www.gov.uk/government/publications/school-exclusion
- Coram Children's Legal Centre: www.childrenslegalcentre.com (08088 020 008)
- Guidance on making a claim of discrimination: www.justice.gov.uk/tribunals/send/appeals

NAME's suspension expires on xxxxx and we expect NAME to be back in school on xxxxxx.

Yours sincerely

Mr Simon Greiff

Headteacher