



# Manor High School

*Excellence – Inspiration – Resilience – Respect*

## Behaviour Policy

|               | Date:    |
|---------------|----------|
| Last reviewed | 12.09.26 |
| Next review   | 12.09.27 |

*The OAK MAT CEO is responsible for approving and reviewing this policy and its implementation – see the scheme of delegation.*

*The governing body is responsible for reviewing and approving this behaviour policy's effectiveness and holding the headteacher to account for its implementation.*

## Contents

|                                                |    |
|------------------------------------------------|----|
| Contents .....                                 | 2  |
| 1. Aims.....                                   | 4  |
| 2. Legislation and Statutory Guidance .....    | 4  |
| 3. Definitions.....                            | 5  |
| 4. Bullying.....                               | 7  |
| 5. Roles and Responsibilities .....            | 8  |
| 5.1 The Governing Body.....                    | 8  |
| 5.2 The Headteacher .....                      | 8  |
| 5.3 Staff .....                                | 8  |
| 5.4 Parents .....                              | 9  |
| 6. Student Experience .....                    | 9  |
| 7. Rewards and Consequences .....              | 10 |
| 7.1 List of Rewards and Consequences.....      | 10 |
| 7.2. Reflection Room .....                     | 11 |
| 7.3. Detentions .....                          | 12 |
| 7.4. Break and Lunchtime Behaviour .....       | 14 |
| 7.5. Off-Site Misbehaviour .....               | 14 |
| 7.6. Online Misbehaviour .....                 | 14 |
| 7.7. Abuse of Staff .....                      | 15 |
| 7.8. Suspension and Permanent Suspension ..... | 15 |
| 8. Behaviour Management.....                   | 15 |
| 8.1 Classroom Management .....                 | 15 |
| 8.2 Positive Handling .....                    | 16 |
| 8.3 Confiscation.....                          | 17 |
| 8.4 Searching a Student .....                  | 17 |
| 8.5. Informing Parents .....                   | 20 |
| 8.6. Support After A Search.....               | 20 |
| 8.7 Strip Searches .....                       | 21 |

|                                             |    |
|---------------------------------------------|----|
| 8.8. Communication and Record Keeping ..... | 21 |
| 8.9. Who Will Be Present? .....             | 21 |
| 8.10. Care After a Strip Search.....        | 22 |
| 9. Student Support.....                     | 22 |
| 10.Safeguarding.....                        | 23 |
| 11.Training .....                           | 23 |
| 12. Monitoring Arrangements .....           | 23 |
| 13. Links with Other Policies .....         | 24 |
| Appendix 1: Suspension Letter.....          | 25 |

## 1. Aims

Our school, through this policy, aims to:

Manor High School's Behaviour Policy establishes a consistent framework to promote positive conduct through the school's four core values — **Excellence, Inspiration, Resilience and Respect** — and to set clear expectations, sanctions and support for students.

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.

This policy sets out how the school explicitly teaches routines, habits and values through the behaviour and character curriculum.

The aims of this policy are to:

- Provide a consistent approach to our behaviour and character curriculum
- Promote positive behaviour through our core values
- Ensure a calm, safe and purposeful learning environment
- Define the roles and responsibilities that support excellent behaviour
- Outline our system of rewards and sanctions
- Ensure that behaviour expectations are understood by all students
- Support staff to apply the policy consistently and fairly
- Ensure compliance with statutory guidance and legal duties
- This policy aligns with the DfE guidance Behaviour in Schools, Searching, Screening and Confiscation, Keeping Children Safe in Education 2026, the Equality Act 2010, the SEND Code of Practice, and the statutory guidance Suspension and Permanent Exclusion... (July 2026).

## 2. Legislation and Statutory Guidance

This policy is to be read and applied alongside Keeping Children Safe in Education 2026 (KCSIE 2026) and the school's Safeguarding policy. Where statutory guidance is updated, this policy will be reviewed promptly to reflect changes. In addition, this policy is based on the following legislation and guidance:

- [Behaviour in schools: advice for headteacher and school staff Feb 2024](#)
- [Searching, screening and confiscation: advice for schools 2023](#)

- [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 students with medical conditions at school](#)
- [Mobile phones in Schools June 2026](#)

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

#### 3.1 Misbehaviour includes:

- Disruption in lessons, in corridors between lessons, at break, lunchtimes and any other transition times
- Poor attitude to learning
- Incorrect uniform
- Mobile phone misuse
- Lateness

#### 3.2 Serious misbehaviour includes:

- Repeated rule breaches
- Bullying
- Sexual harassment or sexual violence\*
- 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. This includes content produced using AI technology.
- Serious verbal abuse
- Vandalism
- Theft

- Fighting and Physical assault
- Substance misuse
- Discriminatory behaviour
- Refusal to comply with lawful search or screening for prohibited items.
- Possession of prohibited items
- Abscondment
- Smoking/Vaping or any substance abuse
- Racist, sexist, homophobic or discriminatory behaviour

\* Manor High School recognises that sexual violence, sexual harassment, harmful sexual behaviour, online abuse, coercion and child-on-child abuse are never acceptable and will never be dismissed as banter, part of growing up or harmless behaviour. Such incidents will be managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education guidance.

The school will ensure that behaviour expectations and sanctions are applied in a non-discriminatory way. Leaders will routinely monitor behaviour data (incidents, sanctions, exclusions) by protected characteristics (including sex, race, disability, Pupil Premium/Free School Meal status) and act promptly if disproportionate outcomes are identified. Where behaviour is linked to a disability, reasonable adjustments will be made. These adjustments will be reasonable, proportionate and within the constraints of what is operationally possible within the school.

### **3.3 Prohibited items:**

The school maintains a list of prohibited items in line with DfE guidance.

Serious Prohibited items:

- Knives, blades or weapons
- Drugs (except for prescribed medication)
- Alcohol
- Pornographic images
- Stolen items

Any article a staff member reasonably suspects have 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).

Prohibited items:

- Fireworks/firecrackers
- Tobacco/nicotine products and cigarette papers

- Vapes
- Energy drinks
- An item likely to be used to unlock phone pouches
- A mobile phone not in a pouch\*

Possession of the above items will result in time in the reflection room, suspension or Permanent Exclusion. This will depend on the seriousness of the prohibited item.

Repeated possession may result in increasingly serious sanctions, including suspension where persistent defiance is evident.

\* Mobile phones must not be seen, heard or used during the school day unless specifically authorised by a member of staff.

Students will use the school's approved phone pouch system between 8:40am and 3:05pm. Any mobile phone found in breach of the school's expectations may be confiscated in accordance with DfE guidance and the school's Mobile Phone Policy.

The school reserves the right to apply appropriate sanctions for breaches of the mobile phone policy.

Reasonable adjustments may be made for students whose access to a mobile device forms part of their disability, medical needs or SEND provision.

## 4. Bullying

Bullying is defined as:

Repetitive, intentional harm involving an imbalance of power.

Online bullying and sexual harassment are included within this definition.

The school follows the [OAK Trust Anti-Bullying Policy](#) and ensures:

- Clear reporting routes
- Prompt investigation
- Support for victims
- Sanctions for perpetrators
- Preventative education

## 5. Roles and Responsibilities

### 5.1 The Governing Body

The governing body:

- Approve the written statement of behaviour principles annually
- Monitors its effectiveness
- Ensures compliance with statutory duties
- Reviews behaviour data for disproportionate impact across groups

The Governing Body (or Local Governing Committee) will receive termly behaviour, exclusion and restraint data through their termly monitoring visits and an annual report on behaviour policy effectiveness, use of Reflection Room, suspensions and permanent exclusions. Governors will review the policy annually and challenge leaders on disproportionate outcomes and the effectiveness of reintegration and restorative approaches.

### 5.2 The Headteacher

- The Headteacher is responsible for:
- Ensuring consistent implementation of the policy
- Reviewing behaviour data
- Ensuring staff training
- Making decisions on suspensions and permanent exclusions
- Making lawful, reasonable and fair decisions on suspensions and permanent exclusions in line with July 2026 DFE guidance.
- Ensuring staff teach routines explicitly as part of the behaviour and character curriculum.
- Ensuring reintegration meetings occur following suspension.

### 5.3 Staff

Staff are responsible for:

- Modelling positive behaviour
- Teaching the behaviour and character curriculum
- Using consistent routines
- Recording incidents
- Applying rewards and sanctions fairly

- Facilitating restorative conversations
- Implementing the behaviour policy and the behaviour and character curriculum consistently.
- Using the behaviour and character curriculum to teach, model and reinforce routines, habits and values.
- Consider reasonable adjustments for students with SEND or vulnerabilities when applying routines and sanctions.
- Look out for and recognise hidden stressors (e.g., young carers, looked-after children).
- Ensure behaviour expectations are explicitly taught, modelled, communicated and revisited with students throughout the academic year.

## 5.4 Parents

Parents are expected to:

- Support the behaviour and character curriculum at home.
- Engage with reintegration meetings following suspension.
- Inform the school of any changes affecting behaviour.
- Support the school's behaviour policy, routines and values.

## 6. Student Experience

Manor High School is committed to providing a high quality, inclusive educational experience in a caring environment.

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/character 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 shared with them which outlines our high expectations, parents are expected to sign these electronically. 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 points they gain can be used to access rewards and privileges for themselves and their peers.

### 7.1 List of Rewards and Consequences

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

- Achievement Points
- 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
- 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.

The school may use one or more of the following **consequences** in response to misbehaviour (see section 3):

- A verbal warning
- 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 30-60 minutes
- Referring the student to key pastoral or a senior staff
- Letters or phone calls home to parents
- Placing a student on report. These range from teacher and tutor reports to SLT reports

Departments may also issue detentions if homework tasks are not completed. Parents will be informed should this be the case.

## 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- 3.05pm**. 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 appropriate strategies and interventions to improve the behaviour of the student, including the consideration of reasonable adjustments where appropriate.

The actions of the student were identified as serious misbehaviour, or repeated incidents of misbehaviour (see section 3)

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

- A student needs to be isolated whilst an investigation into a serious incident takes place.

If the pastoral team or a member of the Senior Leadership Team places a student in the Reflection Room a member of staff will:

- Record the incident and sanction onto Class Charts
- Inform the student
- Inform the parents/guardians
- Provide appropriate work for the student

Following an extended period in the Reflection Room, students may participate in a restorative conversation and reintegration process to support a successful return to lessons. Time in the Reflection Room should not exceed 3 consecutive days without a welfare review. If a child with SEND needs the SENDCO should be consulted in that review.

### 7.3. Detentions

All staff can issue 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 60 minutes.

A summary of our sanctions and consequences is outlined below:

| LEVEL                         | SANCTION                                                                                                                                                                                                      | LIKELY BEHAVIOURS EXHIBITED                                                                                                                                                                     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S1</b>                     | Student detained at breaktime or lunchtime for a restorative conversation.                                                                                                                                    | <ul style="list-style-type: none"> <li>• Single occasion of low-level disruption or off task behaviour.</li> <li>• Failure to complete requested work after a reminder.</li> </ul>              |
| <b>S2</b>                     | 30-minute after school detention (24 hours' notice given) run by Curriculum Leaders.                                                                                                                          | <ul style="list-style-type: none"> <li>• Failure to attend S1 restorative conversation.</li> <li>• Continued low level disruption.</li> </ul>                                                   |
| <b>S3</b>                     | 60-minute Standards and Progress Leaders detention after school. (Held twice a week – at least 24 hours' notice given).                                                                                       | <ul style="list-style-type: none"> <li>• Serious non-compliance or unreasonable behaviour that results in removal from the classroom.</li> <li>• Failure to attend S2/RTL detention.</li> </ul> |
| <b>S3 Lunchtime Detention</b> | 30-minute Lunchtime detention held twice a week. Student re-entered for the S3 after school detention.                                                                                                        | <ul style="list-style-type: none"> <li>• Failure to attend an S3 detention</li> </ul>                                                                                                           |
| <b>S4</b>                     | <p>60-minute Senior Leadership detention (Held weekly – at least 24 hours' notice given).</p> <p>Student may be removed from a lesson and behaviour reset in the reflection room on top of the detention.</p> | <ul style="list-style-type: none"> <li>• Serious single incident of misbehaviour.</li> </ul>                                                                                                    |

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

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

Multiple infringement can lead to escalated sanctions.

For after school detentions parents will be given at least 24 hours' notice and will be informed via Class Charts app or direct communication. Whilst the school does not require parental consent for attendance to detentions, there is a right for parents to discuss detention sanctions with the relevant member of staff if required in order to

understand the rationale. This does not delay the attendance at the detention. Should there be a family emergency that impacts the attendance at the detention then the school will discuss rescheduling with parents.

It is important to note that the school will make decisions based on the civil standard of proof, namely the balance of probabilities. When investigating incidents, the school will consider all available evidence and, where appropriate, provide students with the opportunity to explain their actions before conclusions are reached.

#### 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 will work proactively with students and parents to educate about responsible online behaviour and digital citizenship. Where online misbehaviour is identified, the school will provide appropriate support and intervention, including restorative conversations and digital safety education. In addition, 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 abusive behaviour towards staff from students will result in investigation and may lead to extended suspension or permanent exclusion. Any abusive behaviour towards staff from other adults/parents will be dealt with using OAK Trust Harassment Policy. The school will provide support to affected staff.

## 7.8. Suspension and Permanent Suspension

Suspension and permanent exclusion are essential behaviour management tools but will only be used when necessary and as a last resort.

Before considering suspension or permanent exclusion, the school will consider whether appropriate pastoral, behavioural, safeguarding or SEND interventions have been implemented and whether additional support may be appropriate. The school will consider mitigation (SEND, SEMH, trauma, safeguarding) and whether alternatives (Reflection Room, short-term off-site direction for example). However, suspension and permanent exclusion remain important behaviour management tools to be used where lawful, reasonable, fair and proportionate.

Students returning from suspension will receive a structured reintegration.

Reintegration meetings will seek to identify strategies, support and reasonable adjustments that may help prevent recurrence of the behaviour and support successful reintegration into school life.

The decision to suspend or exclude will be made by the headteacher.

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. They will differentiate behaviour management approaches to meet the diverse needs of students, including those with SEND, using personalised strategies where necessary. 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.

Staff will consider whether behaviour may be linked to a student's special educational needs, disability, mental health needs, communication differences, trauma or other vulnerabilities.

Where appropriate, staff will work with the SENCO and pastoral teams to determine whether reasonable adjustments, additional assessment, intervention or support are required.

The school recognises that behaviour may sometimes be a manifestation of unmet need. This does not remove the expectation for positive behaviour but will be considered when determining appropriate support and sanctions.

## 8.2 Positive Handling

Staff will always seek to prevent the need for restrictive interventions through de-escalation and positive behaviour strategies. All incidents where reasonable force is used must be logged within 24 hours, including names of witnesses, duration, injuries (if any), parental notification, and be reviewed by a member of SLT. Staff who use restraint will receive timely debrief and access to welfare support. Patterns of use will be scrutinised to identify training or alternative strategies.

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.
- Incidents should be reviewed and actioned accordingly.

As stated, this is always a last resort, and all teaching staff and key pastoral staff have had de-escalation training.

The Senior Leadership Team and key Pastoral staff have been positive handling trained to support students.

All incidents where reasonable force is used must be logged within 24 hours, including names of witnesses, duration, injuries (if any), parental notification, and be reviewed by a member of SLT. Staff who use restraint will receive timely debrief and access to welfare support. Patterns of use will be scrutinised to identify training or alternative strategies.

### 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 Senior Pastoral leaders, Assistant Pastoral Leaders or senior leaders and parents, if appropriate.

### 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](#). The reason for the search will be fully explained to the student and students are expected to fully comply with any search, there is no requirement for parent authorisation prior to a search taking place.

Refusal to comply with a lawful search request may lead to further sanctions. Decisions regarding possession of prohibited items will be made on the basis of the available evidence and the balance of probabilities.

All searches are implemented fairly, consistently and proportionately within DfE guidance. Any search will take into account any additional needs of the student concerned. Searches may take place using handheld body scanners.

The law states that the member of staff conducting a search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness only:

- 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.
- If an authorised member of staff conducts a search without a witness, they must immediately report this to another member of staff and ensure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil.

During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the

headteacher or member of the senior leadership team, to try and determine why the pupil is refusing to comply. Refusal to comply with a lawful search request will be treated as a serious breach of the behaviour policy and may result in sanctions. Any determination regarding possession of prohibited items will be made on the basis of the available evidence and the balance of probabilities. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or drawers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers / drawers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules. Where there is reasonable suspicion that prohibited items may be present within a group of students, proportionate screening or searches may take place in accordance with DfE guidance and following authorisation by a member of the Senior Leadership Team. This would usually take place if a prohibited item is suspected to be in a pupil/s possession but it has not been possible to identify the individual. These spot searches will be announced to the group/class to allow pupils to voluntarily surrender any prohibited items. If a pupil/s in the group do 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 pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### Examination of Electronic Devices

Where an electronic device has been confiscated and there are reasonable grounds to suspect it contains evidence relevant to an allegation, safeguarding concern or breach of school rules, authorised staff may examine the device in accordance with DfE Searching, Screening and Confiscation Guidance.

Where permitted by law and statutory guidance, the school may delete data from an electronic device where there is good reason to do so.

Any safeguarding concerns identified during such examinations will be referred immediately to the Designated Safeguarding Lead.

### Retention, Disposal and Referral of Confiscated Items

Confiscated items will be dealt with in accordance with DfE guidance.

Depending on the nature of the item, the school may:

- Return the item to the student or parent/carer
- Retain the item temporarily
- Dispose of the item where lawful to do so
- Deliver the item to the police or another relevant authority

Decisions will be made on a case-by-case basis, taking account of safeguarding, legality and student welfare.

## 8.5. 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

## 8.6. 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.

## 8.7 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. The staff member will be trained in safeguarding and understand their role in safeguarding the student's rights and well-being throughout the process.

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.

Following any police-led strip search, the school will conduct an appropriate safeguarding review and consider what pastoral, emotional or mental health support may be required for the student involved. The Designated Safeguarding Lead will be informed and involved throughout the process.

## 8.8. 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.

## 8.9. 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.

## 8.10. 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. The school will implement targeted interventions

such as mentoring, counselling and behaviour support plans for students demonstrating persistent behavioural challenges, with regular review and involvement of parents and external agencies where appropriate.

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.

In exceptional circumstances where safeguarding concerns require students to be separated, the school may implement temporary safeguarding separation arrangements in accordance with statutory guidance. Such arrangements are safeguarding measures rather than disciplinary sanctions and will be reviewed regularly.

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. Behaviour data will be analysed half-termly and reported to SLT, with breakdowns by year group, subject, and pupil groups (SEND, PP, EAL, gender, ethnicity). Findings will inform targeted CPD, pastoral interventions, and curriculum adjustments.

## 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.

Behaviour expectations and the behaviour curriculum will be communicated annually to staff, students and parents and revisited regularly throughout the school year.

## 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 NAME for a period of xxxxx. This means that they are 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 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 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 the Chair of Governors, Mr Jesse Jackson, 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 your child 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 a 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](http://www.gov.uk/government/publications/school-exclusion)
- Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com) (08088 020 008)

- Guidance on making a claim of discrimination:

[www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals)

The suspension expires on xxxxx and we expect a return to school on xxxxxx at TIME.

Yours sincerely

Mr Simon Greiff

Headteacher