

## BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

<b>Date Policy Reviewed:</b>	26 May 2025
<b>Date of Next Review:</b>	26 May 2026
<b>Person(s) Responsible for Review:</b>	SLT (DHP)

### 1. AIMS

The Manor Preparatory School aims to:

- Create a positive culture that promotes high standards of behaviour, ensuring that all children 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 children
- 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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' 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

### **3. GOVERNORS' POLICY STATEMENT ON BEHAVIOUR AND DISCIPLINE**

The Governors expect that a high standard of discipline will be set and maintained at all times.

School rules will be concerned with care and consideration for others, and with safety inside and outside the school building. They will reflect the belief that children need to develop self-discipline, self-respect and respect for others in order to live harmoniously at school and in their future lives.

The school believes in promoting good behaviour as well as correcting behaviour that falls short of the expected standards.

There will be no corporal punishment in the school.

If a child's behaviour is giving cause for serious concern, parents will be invited to discuss this.

The Governors expect that suitable allowances are made in this policy for pupils with special educational needs and/or disabilities.

The Governors approve the school Behaviour, Discipline and Exclusion Policy. The rewards and sanctions are believed to be appropriate to the age of the children, as is the course of action to be taken for serious offences of breach of conduct.

The Governors see the Anti-Bullying Policy as an integral part of the school's Behaviour, Discipline and Exclusion Policy and require that suitable sanctions are made clear to the pupils and used where appropriate.

The Governors delegate to the Head the administration of the school's Behaviour, Discipline and Exclusion Policy.

The full policies are available on the school website or from the School Office.

### **4. DEFINITIONS**

**Misbehaviour** is defined as:

- Unkindness
- Disruption in lessons, in corridors between lessons, and at break, lunchtimes, at after school clubs or on trips
- Disrespecting/mistreating property
- 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, 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 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **5. BULLYING**

The Manor does not tolerate bullying of any members of the school community. Please refer to The Manor's Anti-Bullying Policy for further information.

Bullying on the basis of protected characteristics is taken particularly seriously and The Manor distinguishes incidents of this type of bullying in our records.

## **6. ROLES AND RESPONSIBILITIES**

### **6.1. The Governing Board**

The Governing Board is responsible for monitoring this policy's effectiveness and holding the Head and Deputy Head Pastoral to account for its implementation.

### **6.2. The Head**

The Head has overall responsibility for Behaviour Management issues. Much of the practical day to day management of behaviour is delegated to the Deputy Head Pastoral and Heads of Section.

### **6.3. The Head, Deputy Head Pastoral and Head of Pre-Prep**

The Head, Deputy Head Pastoral and Head of Pre-Prep are responsible for:

- Reviewing and approving this 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 pupils
- 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 pupils 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 pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

#### **6.4. Staff**

Staff are responsible for:

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

#### **6.5. The senior leadership team (SLT)**

The SLT will support staff in responding to behaviour incidents.

#### **6.6. Parents and carers**

Where possible, parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate. Please see Section G of the school's Terms and Conditions for more information.
- 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 class teacher 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.

## **6.7. Children**

Children will regularly be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- The Manor Values 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 support them with behavioural issues

Children will be supported with their behaviour wherever concerns arise.

Children are asked to give feedback on their experience of the behaviour culture at The Manor on an annual basis, to support the evaluation, improvement and implementation of this policy. This is carried out via The Manor's 'Friendship Surveys'.

## **7. BEHAVIOUR EXPECTATIONS**

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, show respect for learning and make it possible for all pupils to learn
- Move quietly and appropriately 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
- Remain within their prescribed physical boundaries within school and only leave the school site if accompanied by a member of staff or parent.

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

### **7.1. Manor Values**

Whilst The Manor does not have a list of 'School Rules', everyone associated with the school - staff, parents and children - are notified of our Manor Values:

MANOR VALUES
Be respectful

Be brave
Be gentle
Be kind and helpful
Be conscientious and work hard
Be a good listener
Be honest

## **7.2. Positive Reinforcement and Sanctions**

When a child'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 Manor's behaviour culture.

When a pupil'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 pupils know with certainty that misbehaviour will always be addressed.

Where misbehaviour occurs, there are a range of support measures which may be implemented including support from the Form Teacher, Learning Support department, Emotional Literacy Support Assistant, Heads of Section or the Deputy Head Pastoral. The Manor may also seek support from outside agencies such as educational or clinical psychologists, a professional Counsellor who sees children at The Manor on a regular basis, CAMHS, and the local authority via a Strengths and Needs (Early Help) assessment and the Team Around the Family process.

We will also consider any factors which might make a child more vulnerable. This includes considering SEND, home factors and The Manor's own 'Vulnerable List', which is regularly updated by all classroom staff to ensure all vulnerable children are closely monitored and supported. Weekly section meetings also focus on behaviour and welfare, and help with information sharing between all staff to best support children.

Age-appropriate sanctions may also be used where misbehaviour occurs. Personal circumstances of the pupil 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.

All instances of misbehaviour are recorded using The Manor's Child Protection Online Monitoring System (CPOMS).

## **7.3. Restorative Practice**

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



used, in all cases, the factors behind a child's negative behaviour will be considered using a restorative approach, which may suffice in place of a sanction to help a child to learn from what has happened. This will involve asking any children involved what happened, what their thoughts and feelings were, who has been affected and how they have been affected, as well as how we can learn from the behaviour and move forward positively. This also includes giving children opportunities to 'make things right' and apologise where needed.

### **7.3 Early Years (Pre-Nursery, Nursery and Reception) Guidance**

Acceptable and unacceptable behaviour is part of daily Early Years life. Early Years Teachers use a range of strategies to promote positive behaviour and progress. They aim to constantly praise good behaviour with recognition, stickers, certificates and extra responsibility. Staff set good examples and act as role models particularly with regards to manners and caring for one another. The children are also taught about positive interactions through our Learning for Life curriculum and role play. The School's Manor Values are displayed. Staff use music, chants and singing to get the children's attention.

Procedures for dealing with misbehaviour depend on the maturity and emotional needs of each individual. Inappropriate behaviour is addressed through stories, role play, circle time and discussions. We also use the Zones of Regulation and Interoception activities to help the children to understand and regulate their emotions. When inappropriate behaviour starts to become persistent, sensitive yet constructive communication with the parents is paramount. Children need subtle support so as not to become labelled. In some situations an adult will work alongside a child to support them. Stickers/charts might be given to mark progress if appropriate. We use systems to clarify positive and negative behaviour such as thumbs up and thumbs down, star of the day and the sun and the cloud. Children who repeatedly misbehave or are rude may have "time out" and will be expected to apologise for their actions. All staff support each other and pass onto another colleague if necessary.

The person responsible for behaviour and discipline in the Early Years is the Head of Pre-Prep.

### **Summary of rewards and sanctions in Early Years**

#### **EYFS Rewards may include:**

- Verbal Praise
- Recognition eg. borrow the cuddly for the day
- Certificates presented at EYFS assembly (Friendly Frog, Go for it Gorilla, Kind Kangaroo, Helping Hippo)
- Extra responsibility eg. Helper of the Day
- Stickers/Sticker Charts
- Gems in a jar
- Moving a smiley face along the line

#### **EYFS Sanctions:**

- Reasoning/discussion/explanation with the child about their choices with reference to the Manor Values from a member of staff



- Systems to clarify behaviour expectations such as thumbs up and thumbs down, star of the day, the sun and the cloud, thinking chair
- Child discusses behaviour with Head of Pre-Prep (where appropriate for their age)
- Where there are concerns about misbehaviour, a meeting will be arranged with parents and the class teacher. Depending on the nature of the behaviour, meetings may also involve the Head of Pre-Prep, Deputy Head Pastoral and Head as appropriate.
- Ongoing misbehaviour may result in a written warning to parents regarding the possible need for withdrawal
- Withdrawal/expulsion of pupil in line with Exclusion Policy

#### **7.4. Years 1 and 2 Guidance**

Throughout Year 1 and Year 2, appropriate behaviour is expected. Staff continuously praise good behaviour through verbal admiration and also sticker rewards. We also use the Zones of Regulation and Interoception activities to help the children to understand and regulate their emotions. Each week 'Celebration Certificates' are awarded to children in each class in Year 1 and Year 2. The Class Teacher selects one or two children who deserve special recognition for their social, emotional or academic efforts. These are handed out in assembly. The Manor Values are displayed in the classrooms, referred to regularly and discussed together in 'Circle Time'.

We use systems to clarify positive behaviour and negative behaviour such as thumbs up and thumbs down, star of the day and marbles in a jar. Children who make negative choices will be encouraged to have some time to reflect. This can include a 'time out' in their own classroom, in a parallel class, with the Head of Pre-Prep or Deputy Head Pastoral. They may be moved to have some time out/thinking time where appropriate.

Children are expected to apologise for unkind behaviour. An individual behavioural card may be given to a child to help with their behaviour, where appropriate. The class teacher, Head of Pre-Prep, Deputy Head Pastoral or Head will also talk to parents so that they can work together in helping them to reach their targets.

#### **Summary of rewards and sanctions in Years 1 and 2**

##### **Year 1 and 2 Rewards may include:**

- Verbal Praise and recognition
- Celebration Certificates presented at the Year 1 and 2 assembly
- Extra responsibility eg. Helper of the Day
- Sticker rewards
- Jewels in a Crown

##### **Year 1 and 2 Sanctions:**

- Reasoning/discussion/explanation with the child about their choices with reference to the Manor Values from a member of staff
- Child discusses behaviour with Head of Pre-Prep
- Child discusses behaviour with Deputy Head Pastoral or Head
- Where there are concerns about misbehaviour, a meeting will be arranged with parents and the class teacher. Depending on the nature of the behaviour,



meetings may also involve the Head of Pre-Prep, Deputy Head Pastoral and Head as appropriate.

- Ongoing misbehaviour may result in a written warning to parents regarding the possible need for withdrawal
- Withdrawal/expulsion of pupil in line with Exclusion Policy

### **7.5. Years 3-6 Guidance**

Behavioural expectations are made clear and discussed regularly with the children in Form Times, Assemblies, Learning for Life lessons, Mindfulness lessons and Circle Times as well as on an individual basis during the course of the day where necessary.

#### **Merits**

These are awarded for effort, for excellent work and for exceptionally good manners and behaviour.

Merits are recorded on The Manor's Management Information System, iSAMS, and build towards a House total. At the end of each term a cup is presented to the winning house and the children in the house are rewarded by wearing home clothes on a pre-arranged day.

### **Summary of rewards and sanctions in Years 3-6**

#### **Y3-6 Rewards:**

- Stickers (mainly Years 3-4)
- 'Golden Tickets' presented in Section Assemblies (Years 3-4)
- 'Going the Extra' Awards (Years 5-6)
- Merits (Years 3-6)
- Certificates of Excellence, awarded for exceptionally good work (relative to a child's individual ability) or exemplary behaviour. Certificates of Excellence are presented by the Head.

#### **Y3-6 Sanctions:**

- Reasoning/discussion/explanation with the child about their choices with reference to the Manor Values from a member of staff
- Staff may issue a 'de-merit' for low-level minor misdemeanours. Depending on the nature of the behaviour, the staff may communicate this to form teachers.
- Child discusses behaviour with Head of Section (this is recorded as a Detention)
- Child discusses behaviour with Deputy Head Pastoral or Head (this is recorded as a Detention)
- Where there are concerns about misbehaviour, a meeting will be arranged with parents and the class teacher. Depending on the nature of the behaviour, meetings may also involve the Head of Section, Deputy Head Pastoral and Head as appropriate.
- Suspension (being excluded from the school for a certain amount of time)
- Ongoing misbehaviour may result in a written warning to parents regarding the possible need for withdrawal
- Withdrawal/expulsion of pupil in line with Exclusion Policy

## **7.6. Register of Sanctions**

There is a register of sanctions for serious misbehaviour in order to centralise the record so that patterns can be identified by the school and inspectors.

The register includes the following:

- Pupil's name
- Pupil's year group
- Date of incident
- Nature of incident
- Sanction imposed (will include exclusions, major detentions and disciplinary meetings involving parents).

A separate log is kept relating to behaviour towards individuals with protected characteristics.

## **8. MOBILE PHONES**

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

Any child using the school Joint Bus Service may bring a mobile phone to school but they must leave it in the school office, clearly named, for safekeeping during the school day. It can be collected as the child leaves in the afternoon.

Children travelling on the Joint Bus Service must have their parents' contact telephone numbers written down with them in the event that they need to ring them on someone else's phone.

## **9. SAFEGUARDING**

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

We will consider whether a child'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 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 Policy for further information.

## **10. REASONABLE FORCE**

Please see the school's Use of Reasonable Force Policy. The School does not use corporal punishment.

## **11. SEARCHING, SCREENING AND CONFISCATION**

### **11.1. Searching Children**

We may decide to search a child's space and belongings, and ask them to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so.

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. All searches and steps taken following a search will be conducted in line with the DfE guidance, '[Searching, Screening and Confiscation](#)'.

Any prohibited items found in a child's possession as a result of a search will be confiscated. These items will not be returned to them. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### **11.2. Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **11.3. Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

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

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

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times. Support for children will be conducted in line with the DfE guidance, '[Searching, Screening and Confiscation](#)'.

The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **12. OFF-SITE MISBEHAVIOUR**

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the pupil 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 pupil of our school

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

- Poses a threat or causes harm to another child
- Could have repercussions for the orderly running of the school
- Could adversely affect the reputation of the school

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

### **13. ONLINE MISBEHAVIOUR**

Children are required to follow the guidance of staff about the responsible use of the internet. Further information is available in our E-Safety and Acceptable Use Policy (including Cyber-Bullying).

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

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

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

### **14. SUSPECTED CRIMINAL BEHAVIOUR**

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

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

If a decision is made to report the matter to the police, the Head or Deputy Head Pastoral will make the report. In their absence, a member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Deputy Head Pastoral as Designated Safeguarding Lead (DSL) will make a tandem report to Children's Social Care, if appropriate.

### **15. ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

The Manor will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children 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 Manor 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 Safeguarding Policy for more information.

## **16. MALICIOUS ACCUSATIONS**

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

## **17. SUSPENSION AND PERMANENT EXCLUSION**

The Manor 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 Head or in their absence, another member of the Senior Executive Team, and only as a last resort.

Please refer to The Manor's Exclusion Policy for more information.

## **18. CHILDREN WITH SEND**

### **18.1. Recognising the impact of SEND on behaviour**

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a child 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 Manor will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

### **18.2. Adapting sanctions for children with SEND**

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

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child 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 pupil 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.

### **18.3. Considering whether a child displaying challenging behaviour may have unidentified SEND**

The Head of Learning Support may evaluate a child 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 child, 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.

### **18.4. Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **19. PUPIL TRANSITION**

When moving to a new year group, to ensure a smooth transition to the next year, children have a transition session called 'Move Up Morning' with their new Form Teacher. In addition, staff members hold transition meetings.

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

## **20. TRAINING**

As part of their induction process, our staff are provided with training on this policy.

Behaviour management will also form part of continuing professional development.

## **21. MONITORING ARRANGEMENTS**

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, children, parents and governors (such as via surveys, staff meetings and through the Education and Welfare Committee)

The data will be analysed termly by the Deputy Head Pastoral.

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 pupils are identified by this analysis, the school will review its policies to tackle them.

This Behaviour, Discipline and Exclusion Policy will be reviewed by the Head, Deputy Head Pastoral and the Education and Welfare Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## 22. EXCLUSION POLICY

### 1 Introduction

1.1 **Scope:** This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be expelled from the School, or required to leave permanently for misconduct or other reasons. The policy applies to all pupils at the School but does not cover cases when a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by their parents.

1.2 **Interpretation:** References to the Head include deputies. "Parent" includes one or both of the parents, a legal guardian or education guardian. "Expulsion" means a dismissal from the School in disgrace, formally recorded. "Removal" means that a pupil has been required to leave, but without the stigma of expulsion. Subheadings are for ease of reading and not part of the policy.

### 2 Policy statement

2.1 **Aims:** the aims of this policy are:

- to support the School's behaviour and discipline code
- to ensure procedural fairness and natural justice
- to promote co-operation between the School and parents when it is necessary for the School that a pupil leaves earlier than expected

2.2 **Misconduct:** The main categories of misconduct which may result in expulsion or removal are:

- supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco
- theft, blackmail, physical violence, intimidation, racism and persistent bullying
- misconduct of a sexual nature; supply and possession of pornography
- possession or use of unauthorised firearms or other weapons
- vandalism or computer hacking

- persistent attitudes or behaviour which are inconsistent with the School's ethos and/or which affect detrimentally the well-being and progress of other pupils, or which detrimentally affect the well-being and health of staff
- other serious misconduct towards a member of the school community or which brings the School into disrepute (single or repeated episodes) on or off school premises
- malicious accusations against staff.

**2.3 Other circumstances:** A pupil may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the pupil, or of the School, that they remain at the School. A parent's own unreasonable behaviour towards staff can also lead to the pupil being required to leave the school.

### **3 Investigation procedure**

**3.1 Complaints:** Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by the Deputy Heads and/or the appropriate Head of Section and its outcome will be reported to the Head. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being expelled or required to leave.

**3.2 Suspension:** A pupil may be suspended from the School and required to stay at home or with their education guardian while a complaint is being investigated alternatively, they may be placed under a segregated regime at school premises.

**3.3 Search:** We may decide to search a pupil's space and belongings, and ask them to turn out the contents of pockets or a bag, if we consider there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. Any search must be authorised by the Head and will be carried out in accordance with the DfE guidance, '[Searching, Screening and Confiscation](#)' (July 2022).

**3.4 Interview:** A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If the pupil is then interviewed formally about a complaint or rumour, arrangements will be made for them to be accompanied by a member of staff of their choice and/or by a parent (if available at the relevant time). A pupil who is waiting to be interviewed may be segregated but will be supervised by a member of staff and made as comfortable as possible and given access to a toilet and adequate food and drink.

**3.5 Ethos:** An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

### **4 Disciplinary meeting**

**4.1 Preparation:** The Chairman of Governors will be informed of the investigation. Documents available at the disciplinary meeting before the Head will include:

- a statement setting out the points of complaint against the pupil
- written statements and notes of the evidence supporting the complaint, and any relevant correspondence

- the Deputy Head's or Head of Section's Investigation Report
- the pupil's school file and conduct record
- the relevant school policies and procedures

**4.2 Attendance:** The pupil and their parents (if available) will be asked to attend the disciplinary meeting with the Head at which the Deputy Head, or Head of Section will explain the circumstances of the complaint and their investigation. The pupil may also be accompanied by a member of staff of their choice. The pupil and their parents will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved.

**4.3 Proceedings:** There are potentially three distinct stages of a disciplinary meeting:

**4.3.1 The complaints:** The Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless the Head considers that further investigation is needed, s/he will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. the balance of probabilities. However, where the allegation against the pupil would amount to a criminal offence under general law, the standard of proof should be beyond reasonable doubt. Appropriate reliance may be placed on hearsay evidence but the Head will not normally refer to the pupil's disciplinary record at this stage.

**4.3.2 The sanction:** If the complaint has been proved the Head will outline the range of disciplinary sanctions which s/he considers are open to them. They will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within 48 hours, the Head will give their decision, with reasons.

**4.3.3 Leaving status:** If the Head decides that the pupil must leave the School, they will consult with a parent before deciding on the pupil's leaving status (see below).

**4.4 Delayed effect:** A decision to expel or remove a pupil shall take effect 72 hours after the decision was first communicated to a parent. Until then, the pupil shall remain suspended and away from school premises. If within 72 hours the parents have made a written application for a Review by the Governors, the pupil shall remain suspended until the Review has taken place.

## **5 Leaving status**

**5.1 Explanation:** If a pupil is expelled or required to leave, their leaving status will be one of the following: "expelled", "removed" or "withdrawn by parents"

**5.2 Detail:** Additional points of leaving status include:

- the form of letter which will be written to the parents and the form of announcement in the School that the pupil has left
- the form of reference which will be supplied for the pupil

- the entry which will be made on the school record and the pupil's status as a leaver
- arrangements for transfer of any course and project work to the pupil, their parents or another school
- whether (if relevant) the pupil will be permitted to return to school premises to sit public examinations
- whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil.
- whether the pupil will be entitled to leavers' privileges
- the conditions under which the pupil may re-enter school premises in the future
- financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees

## **6 Governors' review**

**6.1 Request for review:** A pupil or their parents, aggrieved at the Head's decision to expel or require a pupil to leave, may make a written application for a Governors' Review. The application must be received by the Clerk to the Governors within 72 hours of the decision being notified to a parent, or longer by agreement.

**6.2 Grounds for review:** In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.

**6.3 Review Panel:** The Review will be undertaken by a panel, which will consist of at least three persons, one of whom is independent of the management and running of the school. The panel members will have no detailed previous knowledge of the case or the pupil or parents and will not normally include the Chairman of Governors. Selection of the Review Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

**6.4 Review meeting:** The meeting will take place at the school premises, normally between 3 and 10 days after the parents' application has been received. A Review will not normally take place during school holidays. A Review Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law.

**6.5 Attendance:** Those present at the Review Meeting will normally be:

- members of the Review Panel and the Clerk to the Governors or their deputy
- the Head and any relevant member of staff whom the pupil or their parents have asked should attend and whom the Head considers should attend in order to secure a fair outcome
- the pupil together with their parents and, if they wish, a member of the school staff who is willing to speak on the pupil's behalf. The parents may be accompanied by a friend or relation. The Clerk to the Governors must be given 7 days notice if the friend or relation is legally qualified



**6.6 Conduct of meeting:** The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be tape-recorded without the consent of both the Chairman and a parent and any tape-recording will be used only to assist the panel members in reaching their decision and formulating their reasons and will belong to the School. The Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Chairman who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint and good manners. The Chairman may at their discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

**6.7 Procedure:** The Panel will consider each of the questions raised by the pupil or their parents so far as relevant to:

- whether the facts of the case were sufficiently proved when the decision was taken to expel or remove of the pupil. The civil standard of proof, namely, "the balance of probability" will normally apply
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect
- the requirements of natural justice will apply. If for any reason the pupil or their parents are dissatisfied with any aspect of the meeting they must inform the Chairman at the time and ask the Clerk to note their dissatisfaction and the reasons for it

**6.8 Identification:** If the Head considers it necessary in the interests of an individual or of the School that the identity of any person should be withheld, the Chairman may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Chairman at their discretion may direct that the person be identified, or not as the case may be.

**6.9 Pupil's character:** Up to two members of the school staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so.

**6.10 Leaving status:** If, having heard all parties, the Panel is minded to confirm the Head's earlier decision, it is open to the Panel, with agreement of the Head, the pupil and their parents to discuss the pupil's leaving status with a view to reaching agreement.

**6.11 Decision:** When the Chairman decides that all issues have been sufficiently discussed and if by then there is no consensus, s/he may adjourn the meeting; alternatively the Chairman may ask those present to withdraw while the Panel considers its decision. In the absence of a significant procedural irregularity, the decision of the Review Panel will be final. It will be notified, with reasons, to the parents by the Chairman of the Review Panel or the Chairman of Governors by letter or telephone within three days of the meeting.

## **23. LINKS WITH OTHER POLICIES**





This policy is linked to the following policies:

- Anti-Bullying Policy
- E-Safety and Acceptable Use Policy
- Safeguarding Policy
- Use of Reasonable Force Policy