BEHAVIOUR, DISCIPLINE AND EXCLUSION POLICY

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Person(s) Responsible for Review:	Owner:	Approver:	Board Approval:
	Deputy Head Pastoral	Head	Education and Welfare Committee
	Anti-Bullying Discipline and Exclusion Policy Online Safety and Acceptable Use (including Cyber-bullying) Safeguarding Restrictive Interventions		

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
- Mobile phones in schools 2026
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Restrictive interventions, including the use of reasonable force, in schools 2026
- 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. 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
- Unauthorised possession, access to or use of a mobile phone or other prohibited smart device during the school day

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 a
    - 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)

4. 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.

5. ROLES AND RESPONSIBILITIES

5.1. 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.

5.2. 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.

5.3. 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 CPOMS behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.4. 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

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

5.6. Parents and carers
Where possible, parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- 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.

5.7. 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'.

6. 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.

6.1. 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
Courage
Perseverance
Kindness
Respect
Creativity
Unity

6.2. 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, in-school Drawing and Talking and LEGO therapists, Heads of Section, the Deputy Head Pastoral or the Head. 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).

6.3. 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 amends and apologise where needed.

6.4 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 Manor Values are displayed and referenced. 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 escalate to 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 e.g. 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

6.5. 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. 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 e.g. Helper of the Day
- Sticker rewards
- Jewels in a Crown
- Marbles in a jar

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

6.6. 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 Trackit Lights software, and these 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)
- 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 in our Whole School Assembly.

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 'Behaviour Mark' for low-level minor misdemeanours. Depending on the nature of the behaviour, the staff may communicate this to Form Teachers. At their discretion, staff may communicate 'Behaviour Mark' to parents, but this is rare. These are recorded on Trackit Lights but are not displayed or shared with the wider class group.
- Child discusses behaviour with Head of Section (this is recorded as a Detention) and depending on the nature of the behaviour, is communicated to the Parents.
- Child discusses behaviour with Deputy Head Pastoral or Head (this is recorded as a Detention)
- If a child receives three Behaviour Marks over the course of a term, this will also result in a detention with the Head of Section. If a child receives five Behaviour Marks over the course of a term, this will result in a detention with the Deputy Head Pastoral. Any further Behaviour Marks within a term will result in a detention with the 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 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

For girls in Year 5 and 6, we also adopt the Girls on Board approach to support the children in navigating friendships and resolving day-to-day friendship turbulence in a positive and respectful way. Where behaviour is not deemed to be bullying, we may hold a Girls on Board session with all girls in the Year group to help them understand the behaviours and motivations at play during disagreements instead of using sanctions.

6.7. Register of Serious Misbehaviour

Registers are kept of serious misbehaviour in order to centralise the record so that patterns can be identified by the school and inspectors. This includes registers of:

- Bullying incidents
- Behaviour towards individuals with protected characteristics
- Detentions
- Suspensions

Each record in these registers outlines information about:

- Pupil's names
- Pupil's year groups
- Any linked Pupils
- Dates of incidents
- Nature of incidents
- Sanctions imposed and/or actions taken

7. MOBILE PHONES AND SMART DEVICES

The Manor is a mobile phone-free environment throughout the school day. The school day includes arrival and departure form the school site, registration, lessons, movement around the school, break times, lunch times, educational visits, extra-curricular clubs and school-organised activities on and off-site.

Pupils must not use or have access to mobile phones or other smart technology with equivalent functionality while on the school site or during any school activity unless an authorised exception has been agreed by the Head or the Deputy Head Pastoral.

For the purposes of this policy, smart technology with equivalent functionality includes, but is not limited to:

- smart watches capable of sending or receiving messages
- devices capable of internet access

- devices capable of recording photographs, audio or video
- wearable communication devices
- any other personal electronic device capable of communication or accessing online content

Pupils travelling on the Joint Bus Service may bring a mobile phone solely for the purpose of travelling safely to and from school. Upon arrival, the phone must be switched off and handed to the School Office, where it will be securely stored until the end of the school day. The phone may only be collected immediately before departure.

Any mobile phone or prohibited smart device seen, heard or used during the school day may be confiscated by a member of staff in accordance with Section 10 of this policy. Sanctions in line with Section 6 of this policy may also be imposed where appropriate.

The Manor recognises its duties under the Equality Act 2010. Reasonable adjustments may be made where a mobile phone or smart device forms part of an agreed medical plan, disability support plan, safeguarding arrangement or other authorised educational provision.

8. 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.

9. RESTRICTIVE INTERVENTIONS AND USE OF REASONABLE FORCE

Please see the school's Restrictive Interventions Policy. The School does not use corporal punishment.

10. SEARCHING, SCREENING AND CONFISCATION

10.1. 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 Head, or by the Head 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.

10.2. 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.

10.3. 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.

11. 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).

12. ONLINE MISBEHAVIOUR

Children are required to follow the guidance of staff about the responsible use of the internet. Further information is available in our Online 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. CHILDREN WITH SEND

17.1. 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.

17.2. 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.

17.3. Considering whether a child displaying challenging behaviour may have unidentified SEND

The Head of Learning Support (SENCO) or the Deputy SENCO 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.

17.4. 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.

18. PUPIL TRANSITION

When moving to a new year group, to ensure behaviour is continually monitored and the right support is in place, staff hold transition meetings; information relating to pastoral care and behaviour is transferred to relevant staff prior to the start of the term or year.

19. TRAINING

As part of their induction process, our staff are provided with training on this policy. This training is then refreshed annually.

Behaviour management will also form part of continuing professional development.

20. 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.

21. EXCLUSION POLICY

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Serious incidents or persistent poor behaviour which has not improved following in-School sanctions and interventions could result in permanent exclusion of a pupil.

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School and, where applicable, online) includes the following:

- physical assault against pupils or adults;
- behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including (cyber-bullying) [in accordance with the School's Anti-Bullying Policy and Online Safety and Acceptable Use Policy];
- committing a criminal offence;
- fighting;
- abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination;
- sexual harassment or misconduct, including non-consensual sharing of nudes or semi-nude images and/or videos or the generation and/or sharing of explicit images of others (for example using AI);
- engaging in inappropriate sexual activity during School activities and/or while on School property;
- drug and alcohol misuse (including supply/possession/use);
- damage to property;
- vandalism or computer hacking;
- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- wilful damage to property;
- bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;

- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- misconduct which brings or is likely to bring the School into disrepute; and
- persistent disruptive behaviour or breaches of the School's Behaviour, Discipline and Exclusion Policy or School Rules (Manor Values).

The School reserves the right to impose sanctions for conduct or behaviour which falls short of exclusion, including but not limited to the imposition of a period of suspension or a warning (up to and including a final written warning).

Circumstances which may merit required removal

A non-exhaustive list of the sorts of circumstances that could merit required removal (including behaviour or conduct outside of School including, where applicable, online) includes the following:

- Conduct or behaviour (including conduct or behaviour outside of School) which is unsatisfactory;
- Where attendance is unsatisfactory;
- Circumstances where the School is unable to meet the pupil's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required;
- Where, in the reasonable opinion of the Head, the required removal is in the School's best interests (including our staff) and/or those of the pupil and/or of other children.

Unreasonable parental conduct which may merit required removal

As set out in the School's Parent Contract, the School may also require the removal of a pupil in circumstances where the Head considers in their discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's and/or other children's progress at the School, and/or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute (among the School community or the general public); and/or is not in accordance with their obligations under the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds unacceptable parental behaviour or conduct includes the following:

- treating the School or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the School;

- discriminatory, bullying or harassing conduct or behaviour towards staff (including sexual harassment);
- communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community; and
- breaching the Parent Contract.

The School reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to School / School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

Serial or persistent issues

Please note that exclusion / required removal may also be imposed by the School as a sanction for a series of more minor misdemeanours (whether that be pupil or parental related) and/or repeated short-term absence in the case of the pupil (as well as long term absence).

Procedure

Parents will be informed as soon as reasonably practicable in the event there is a complaint, concern, allegation or circumstance that could result in the pupil being excluded or removed.

Although the School will endeavour to process investigations and disciplinary steps as swiftly as reasonably practicable, there may be factors which require the School to pause or delay their internal processes.

The Head for their part undertakes to make decisions in respect of exclusions or required removals fairly, and, where appropriate, after due investigative action has taken place (such investigation to be carried out by the Head or their nominee). Any findings of fact will be made on the basis of the balance of probabilities. The nature and level of investigation carried out by the School will depend on the circumstances of the case. Parents will be provided (to the extent appropriate) with the information / evidence collated which is relevant to the allegation, concern or circumstance (which could result in the pupil's exclusion or removal) and on which the School proposes to consider when reaching its decision.

The School reserves the right to require the pupil to remain away from School as a neutral act during an investigation procedure, this may be, for example, to protect the integrity of any investigation or to support the welfare of the pupil themselves and/or other members of the School community or in compliance with direction from statutory agencies. Alternatively, depending on the circumstances of the case, the pupil may be placed under a segregated regime if they remain on School premises.

Decision to exclude / require removal

Prior to any decision being taken by the Head to exclude or require the removal of the pupil, the Head will meet with the pupil and their parents or (in circumstances involving the possibility of the pupil's required removal on the grounds of parental unreasonable behaviour, issues in respect of progress or attendance, or the School's ability to meet need) the parents.

In circumstances where the School believes removal may be warranted because the School is unable to meet the pupil's needs, reasonably accommodate adjustments or reasonably provide the level or nature of support required or where there are progress and/or attendance issues, the School will collate relevant information and evidence (including where available and appropriate any external or expert evidence or assessments), share and discuss these with the parents and provide the parent with a reasonable opportunity to share their views.

If the Head considers that further investigation/information is needed, the meeting may be adjourned, and the reason for the adjournment will be explained to the pupil / their parents.

Following the conclusion of the meeting the Head will reach their decision having taken all the relevant circumstances into account. The Head will communicate their decision in writing within five working days from the meeting.

Decisions to exclude or require removal will take effect immediately.

Appeals against exclusion / required removal

The School will always offer the right of appeal to any pupil excluded or required to be removed from the School. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaints Procedure, and should be made in writing to the Clerk to the Governors within five working days of the pupil's exclusion / required removal. For clarity, the pupil will remain excluded or removed from the School pending the outcome of the appeal. The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

For the purposes of this policy “working days” refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half term.

Recording and monitoring

Where the School imposes exclusion, required removal or suspension as a sanction, the written report on the investigation will be placed on the pupil’s file. In cases where the decision to require removal was not due to the pupil’s behaviour or conduct, e.g. because of the School’s inability to meet need or unreasonable parental conduct, this will be clearly noted.

Details of the exclusion, required removal or suspension will be recorded on the School’s Sanctions Record.