



BEHAVIOUR AND INCLUSION POLICY

Key Manager	Vice Principal – Culture and Welfare
Monitoring	Local Advisory Board
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Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
December 2019	Update to policy		L Towers	
August 2020	Updated to include Anti-Bullying Strategy	Section 12 Appendix 5	L Towers	

1. Aim

This Behaviour and Inclusion Policy seek to inform, guide and support staff, parents, governors and students through actively promoting positive behaviour and behaviour for learning, regular attendance, self-discipline and respect for others. Consistent, yet flexible implementation of the policy by all is vital, taking into consideration the needs and situations of vulnerable groups of students such as those with SEND, physical or mental health needs or looked-after children and ensuring equality with regard to race, religion, disability and gender.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. The values of the Nene Education Trust and Manor Sports College

The Nene Education Trust and Manor School Sports College aims to provide a caring and secure environment in which tolerance, understanding and respect for others are fostered. This is achieved through staff, students, governors and parents working in partnership to promote a positive culture of behaviour for learning and to encourage in all students a sense of responsibility to themselves, to the academy community and to the outside world. We aim to promote positive behaviour and behaviour for learning through active development of students' social, emotional and behavioural skills. We are committed to promoting the welfare of all of our students and ensuring that vulnerable students (e.g. SEND, mental health needs, looked after children) receive support and guidance according to their need. We seek to promote good relations across the school and local community. We are committed to eliminating discrimination, bullying and harassment. The Nene Education Trust and Manor School Sports College is committed to improving and maximising the academic outcomes of all students, by promoting equality of opportunity and ensuring 'success for all'. Our statement of principles about behaviour and the rights and responsibilities of the Academy, its students and their parents / carers can be found in Appendix 1 of this policy.

4. Expectations

At all times at Manor School Sports College, both inside and outside lessons, all students are expected to fulfil all parts of the Student Code of Conduct. The Code of Conduct highlights what we are at Manor School Sports College:

- At Manor we are **ready** because we are equipped, focused and prepared to engage in learning
- At Manor we are **respectful** because we act with care, consideration and tolerance.

- At Manor we are **responsible** because we take ownership of our learning and our actions. We act in a safe manner.

All staff are expected to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with students. All staff are expected to be familiar with this policy, the academy's policies on attendance, anti-bullying and safeguarding, and to be aware of their responsibilities in their implementation. All staff are expected to follow the Student Code of Conduct.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and behaviour for learning
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

The Principal is responsible for reviewing this policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (see appendix 1). The Principal will also approve this policy. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviour that does not meet the expected standards, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Principal and the senior leadership team are expected to lead, support and monitor the consistent implementation of the policy throughout the academy, and ensure the policy is regularly reviewed and amended where and when appropriate. They will link regularly with external agencies and the local community through the service level agreement as appropriate.

All parents/carers are expected to support their children to meet these expectations and to work in partnership with the academy to ensure regular attendance. Parents/carers are expected to inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

The Local Advisory Board is expected to monitor the implementation of the policy ensuring equality for all and that the academy's defining principles are upheld (see appendix 1). The Local Advisory Board will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

5. Rewards

The Nene Education Trust and Manor School Sports College firmly believes in the importance of a positive culture and the effectiveness of rewards to promote the school's values. Our values are based on five key characteristics, which are: resilience, empathy,

aspiration, curiosity and humanity. Our rewards scheme also promotes academic excellence, achievement and effort.

Regular praise is the foundation of a positive culture and all staff, through new staff induction and whole staff inset days, will be trained in the importance of, and how to give, genuine, appropriate, specific and personal praise.

Students may be rewarded for exceptional achievement and/or for exhibiting consistently high standards in a number of different areas e.g. attendance, sporting achievements etc.

Rewards should be given in accordance with the Manor School Sports College rewards scheme (Appendix 2).

6. Sanctions

Sanctions may be necessary to promote positive behaviour and attendance through providing a deterrent as well as showing all students that there are consequences to actions that infringe upon others' rights within the academy. Sanctions are the key strand in our behaviour management approach.

It is vital that sanctions are applied consistently, yet with regard to individual circumstances. In this way, sanctions will be seen to be fair and will, therefore, be more effective. In applying sanctions, staff should:

- Dissociate the behaviour from the person
- Encourage students to reflect on the effects of their actions upon others in the academy community
- Avoid early escalation to severe sanctions
- Avoid whole group sanctions that punish the innocent as well as the guilty

The academy has a responsibility when reviewing a student's behaviour to consider whether disruptive behaviour or persistent disruptive behaviour might be the result of unmet educational needs. Where this is judged to be the case, the academy will explore a multi-agency approach. However, this process will take place alongside reasonable and proportionate sanctions as outlined in the consequences for behaviour that does not meet the expected standard (see Appendix 3).

7. The powers of the academy

Teachers have a statutory duty to discipline students whose behaviour they consider to be unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Discipline in schools –teachers' powers – Department of Education – Feb 2014)

These powers apply to all paid staff with responsibility for students.

Teachers can discipline students at all times the student is elsewhere or under the charge of a member of staff (for example school visits, sports fixtures, school events).

All staff can discipline students when they are travelling to and from the school site in school uniform. However, the sanctions must take place within the academy.

Teachers have the power to impose detentions outside school hours (See section 7 – Detentions).

Teachers have to power to confiscate the property of students (See section 9 – Confiscation of students' property).

The academy will not tolerate violence, threatening behaviour or abuse by students or parents/carers towards staff or other students. If a parent/carer does not conduct themselves appropriately, the academy may ban them from the site and if the parent/carer continues to cause a nuisance or disturbance they may be liable to prosecution.

The academy will take firm action against students who harass or denigrate teachers or other academy staff on or off the school premises, engaging the support of the police where appropriate.

8. Detentions

Teachers have the right to issue detentions in line with the Student Code of Conduct or for any behaviour where they judge it is an appropriate sanction.

Parental consent is not required when a detention is issued (Department of Education-Advice for Principal and school staff – 'Behaviour and discipline in schools' – Jan 2016).

When issuing an after-school detention the academy will endeavour to work with parents/carers to take account of known caring responsibilities and whether a child can get home safely.

The academy is not required to take account of the inconvenience a detention may cause a family beyond that of the safety of the child. However, staff will try to work with parents/carers if this is appropriate.

9. Internal Exclusion

Internal exclusions will only be issued by the Principal or member of the senior leadership team.

They will be issued for serious breaches of the academy's behaviour policy (Appendix 4 – Exclusion Policy) or repeated failure to complete less serious sanctions e.g. detentions

They will take place in the Refocusing Room or in a room designated by the Principal or member of the senior leadership team.

Students will be supervised and provided with work throughout the duration of the internal exclusion.

Parents/carers will be informed that the internal exclusion is taking place and the reasons why.

Students will have their lunch and break time in internal exclusion and will be allowed to go to the toilet as necessary.

10. Confiscation of students' property

Teachers have the right to search students without their consent for prohibited items. This includes, but is not exclusive to,

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers (All smoking is banned on the school premises and this includes e-cigarettes)
- Fireworks
- Pornographic images
- Any article that has been, or is likely to, commit an offence, cause an injury or damage property

This should be done, where possible and where appropriate, by a member of the same gender. However, this may not be possible in an emergency.

Teachers have the right to confiscate, retain or dispose of a student's property as a punishment or for the safety of the child or others within the academy.

11. Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline. Named staff are trained using the 'Team teach' techniques and may be called upon to use these where de-escalation strategies have been unsuccessful

The Principal and authorised staff may also use reasonable force when conducting a search without consent for knives, weapons, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images or articles that could be used to commit an offence or cause harm

Should expectations not be met, the Consequences system will be implemented (Appendix 3).

Sanctions may be reinforced by telephone calls or letters to parents as part of the partnership for learning between the academy and home to support students.

Significant incidents that act against the academy's aim to provide a caring and secure environment are considered a serious breach of this behaviour policy. Any serious breach of this behaviour policy will result in exclusion. This includes, but is not exclusive to, acts of physical aggression, verbal abuse, misuse of alcohol and/or prohibited drugs (including possession or supply), persistent and sustained refusal to meet expectations and behaviour putting a student beyond the care and control of the academy. Exclusions (including 'supported transfer via a managed move protocol' and permanent exclusion) will be

considered in cases of serious or persistent breaches of the behaviour policy in accordance with the academy's Policy on Exclusions (Appendix 3).

12. Bullying

12.1 School ethos

Manor School Sports College recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where students are able to learn and fulfil their potential.

Manor School Sports College:

- Monitors and reviews the Anti-Bullying Strategy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Requires all members of the community to work with the school to uphold the Anti Bullying Strategy.
- Engages with families regarding concerns on bullying, dealing promptly with complaints (see Complaints Policy)
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

12.2 Definition(s) of bullying

- Bullying is "behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and

inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

See appendix 5 for the Anti-Bullying Strategy.

Review

This policy is subject to review on a three-year cycle or upon publication of new legislation.

Other policies

This policy does not stand alone. For further detail on how the academy promotes a positive culture and encourages in all students a sense of responsibility to themselves, to the academy community and to the outside world, please refer to the following policies, included on the web site at www.manorschool.northants.sch.uk :

Policy

Attendance

Anti - Bullying

Equality and Diversity

Appendix 1 – Statement of Principles

It is a statutory requirement that the Local Advisory Board produce a Statement of Principles which reflect a commitment by the academy to:

- Improve outcomes for all students
- Eliminate discrimination, harassment and bullying
- Promote equality of opportunity
- Promote the welfare of students
- Promote good relations (across the whole community, within the local community)
- Ensure that vulnerable students (e.g. SEND, mental health needs, looked after children) receive behavioural support according to their need

The Local Advisory Board believe that an understanding of the rights and responsibilities of the academy, its students and their parents/carers will underpin the statutory policies that provide the framework for it to discharge its duty of care and achieve our mission statement of 'Success for All'.

THE ACADEMY	
Rights	Responsibilities
<ul style="list-style-type: none"> • To make clear the academy's statutory power to discipline students and that students and parents will need to respect this. • To enforce the school-behaviour policy – including rules and disciplinary measures. • To expect the co-operation of students and their parents/carers in maintaining an orderly climate for learning • To expect students to respect the rights of other students and adults in the academy • To not tolerate violence, threatening behaviour or abuse by students or their parents/carers. If a parent/carer does not conduct him/herself properly, the academy may ban them from the academy premises and if the parent/carer continues to cause nuisance or disturbance they may be liable to prosecution. • To take firm action against students who harass or denigrate teachers or other academy staff, on or off the premises (including on the internet), engaging external support services, including the police, as appropriate. • To search students for any item banned under the academy rules. • To search students or their possessions (without consent) where they suspect the student has prohibited items including, but not limited to, 	<ul style="list-style-type: none"> • To ensure the whole academy community is consulted about the principles of the academy behaviour policy. • To establish and clearly communicate measures to ensure good order, respect and discipline. • To cooperate with, and agree appropriate protocols with, other schools in the local school partnership for behaviour and persistent absence. • To ensure the academy behaviour policy does not discriminate against any student on the grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure the role of teachers in academy discipline matters is consistent with the National Agreement Raising Standards and Tackling Workload, and the workforce-remodelling agenda so that there is due recognition of the enhanced roles of support staff and responsibilities are not all focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To ensure that, wherever possible, when a student or their possessions need to be searched then the member of staff will be of the same gender as the student they need to

<p>knives or other weapons, alcohol, illegal drugs or stolen items, tobacco, e-cigarettes and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school rules. Staff can seize any banned or prohibited item found as a result of a search which is considered harmful or detrimental to academy discipline.</p> <ul style="list-style-type: none"> • Weapons, knives and extreme or child pornography must be handed over to the police otherwise it is up to the school if and when to return a confiscated item <p>(Behaviour and Discipline in Schools – Advice for Headteachers and School Staff – Jan 2016)</p> <ul style="list-style-type: none"> • To discipline students for misbehaviour outside of school to such extent as the academy deems reasonable. This could be travelling to and from school, when a student is in school uniform, when their behaviour could have repercussions on the smooth running of the school, when their behaviour threatens another pupil or member of the public or when it could adversely affect the reputation of the academy 	<p>search. Wherever possible there will also be a witness of the same gender.</p> <ul style="list-style-type: none"> • To support, praise and reward the good behaviour of students as appropriate. • To apply sanctions fairly, consistently, proportionately and reasonably, taking account of SEN, disability and the needs of vulnerable children, offering support as appropriate. • To make alternative provision from day six for students subject to a fixed period exclusion of more than five days, and where appropriate to arrange reintegration interviews with parents/carers at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying, and dealing effectively with reports and complaints about bullying. • To ensure academy staff model good behaviour and do not denigrate students or colleagues. • To promote positive behaviour through active development of social, emotional and behavioural skills of students. • To keep parents/carers informed about their child's behaviour, good as well as bad, to use appropriate methods of engaging them, and where necessary, to support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
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STUDENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the academy behaviour policy. • To be taught in an environment that is safe, conducive to learning and free from disruption. • To expect appropriate action from the academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. 	<ul style="list-style-type: none"> • To follow instructions by academy staff, obey academy rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the academy when off academy premises. • To not bring inappropriate or unlawful items to the academy. • To show respect to academy staff, fellow

<ul style="list-style-type: none"> • To appeal to the Principal/Governors, and beyond that to the Secretary of State, if they believe the academy has exercised its disciplinary authority unreasonably. 	<p>students, academy property and the academy environment.</p> <ul style="list-style-type: none"> • To not denigrate, harm or bully other students or staff. • To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.
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PARENTS / CARERS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the academy behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in the academy. • To have any complaint they make about their child being bullied taken seriously by the academy and investigated/resolved as necessary. • To appeal to the Principal/Governors, and beyond that to the Secretary of State, if they believe the academy has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the academy and then, in cases of permanent exclusion, to an independent appeal panel. 	<ul style="list-style-type: none"> • To respect the behaviour policy of the academy and the disciplinary authority of academy staff. • To help ensure that their child follows reasonable instructions given by academy staff and that they adhere to academy rules. • To send their child to the academy each day punctually, suitably clothed, fed, rested, equipped and ready to learn. • To ensure academy staff are aware of any SEN related or other personal factors which may result in their child displaying behaviours outside of the norm. • To be prepared to work with the academy to support their child's positive behaviour. • To attend meetings with the Principal or other academy staff to discuss their child's behaviour, if requested. • To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour. • To ensure their child is not found in a public place during academy hours in the first five days of any exclusion and, if invited, to attend a reintegration interview with the academy at the end of a fixed period exclusion.

Appendix 2 - Rewards

Rationale

The Nene Education Trust and Manor School Sports College firmly believes in the importance of a positive culture and the effectiveness of rewards to promote positive behaviour, regular attendance, self-discipline and respect for others. The rewards scheme is designed to provide a method of rewarding students that is

- consistently applied across the whole academy
- flexible, to allow different areas of the academy to reward in a way that is appropriate to their work
- able to recognise the key characteristics and core values of the school
- understood and supported by parents and governors

Structure

Regular praise is the foundation of a positive culture. All staff will be trained in the importance of, and how to give, genuine, appropriate, specific and personal praise through new staff induction and whole staff inset days. This is the first stage in the rewards process.

Achievement points are earned by demonstrating the key characteristics and core values of the school. These are awarded in different ways by different members of the academy community. Students are able to gain rewards for the achievements points they earn. Equally, the school celebrates and recognises the academic achievement and effort of students in their learning.

For specific details on achievement points please refer to the achievement policy.

Appendix 3

3 Stages	Code of Conduct	Action	Intervention
<p>Behaviour Point</p>	<ul style="list-style-type: none"> • Ready – Arriving late to school • Ready – Arriving late to lesson • Ready – Incorrect uniform • Ready – Chewing gum / sweets or energy drinks • Ready – Not having equipment required for learning • Ready – Mobile phone seen in a lesson • Respectful – Not treating everyone equally • Respectful – Actively not embracing diversity • Respectful – Inappropriate expression of views • Respectful – Mocking other people's mistakes • Respectful – Not respecting the environment or littering • Respectful – Not respecting other people's property • Respectful – Disrespectful or rude to peers • Responsible – Lack of effort in their learning • Responsible – Preventing others from learning • Responsible – Incompletion or late submission of homework • Responsible – Poor quality homework submitted • Responsible – Acts in an unsafe or irresponsible manner • Responsible – TELL 	<p>1 BP 1 BP</p>	<p>5 BPs in a half term will result in a 1 hour detention</p>
<p>Detention</p>	<ul style="list-style-type: none"> • Ready – Failing to complete late form • Ready – Incorrect uniform: hoodie or earphones • Ready – Misuse of a mobile phone • Respectful – Inappropriate language • Respectful – Inappropriate physical contact • Responsible – CONSEQUENCE 	<p>1 hour detention</p>	<p>5 detentions will result in a pastoral intervention and potentially a Reintegration Plan</p>
<p>Refocusing</p>	<ul style="list-style-type: none"> • Ready – Truancy • Responsible – Failing a detention / failing lesson removal • Respectful – Refusing to comply with a member of staff • Respectful – Bringing the academy into disrepute • Respectful – Vandalism or theft • Respectful – Physical assault / inappropriate behaviour to another • Respectful – Bullying • Respectful – Racist, homophobic or discriminatory language • Respectful – Being disrespectful to / swearing at members of staff • Respectful – Extremist behaviours • Responsible – Bringing drugs or weapons on site 	<p>1 day 1 day 1-3 days 1-3 days 1-3 days 1-5 days 3-5 days 3-5 days 3-5 days 3-5 days 3-5 days</p>	<p>An exclusion will result in Behaviour Contract as part of the re-admission back into school</p> <p>5 separate exclusions or more than 20 days in exclusion will result in a further pastoral intervention and potentially a Reintegration Plan</p>

*Fixed term exclusion (FTE) or Permanent Exclusion (PEX) will be considered for behaviours considered extreme in their nature if they significantly challenge our mission statement of 'Success for All' and/or our school values

Appendix 4 - Exclusions

Exclusions, supported transfer via managed move protocol and permanent exclusion form the higher echelons of the Manor School Sports College hierarchy of sanctions as outlined in the academy's behaviour policy.

This policy is based on the following guidance:

- The School Discipline (Pupil exclusions and reviews) (England) Regulations 2017
- Department of Education statutory guidance: Exclusion from maintained schools, Academies and pupil referral units: Oct 2017

Exclusion may be appropriate if a student

- Commits a serious breach of the academy's Behaviour Policy as outlined in that policy,
- Repeatedly fails to follow the expectations required of students at Manor School Sports College as published in the academy's behaviour policy,
- Repeatedly fails to follow sanctions imposed as a consequence of the student's chosen behaviour, thereby putting themselves beyond the care and control of the academy, or
- Repeatedly fails to follow reasonable requests made of them by staff at the academy, working in line with academy policies, thereby putting themselves beyond the care and control of the academy.

Exclusion will not be used in the following circumstances

- Minor incidents such as failure to do homework
- Lateness or poor attendance
- Punishing students for behaviour of parents/carers

Responsibilities

The academy will provide parents/carers with written confirmation of any fixed term exclusion and will supply suitable work for students. In all possible cases, a re-integration meeting should precede the student's return to the academy. Parents/Carers are asked to support their child and the academy by attending this meeting to agree support strategies for the student.

Exclusion stages

Students who misbehave may be placed upon any of the following stages depending on the nature of their behaviour.

Continued poor behaviour will result in the student progressing through the exclusion stage system.

The Vice Principal and Culture and Welfare Team will meet once per term to review the exclusion stage of each student in the year and meet with parents where necessary.

Exclusion Stage	Examples of student behaviour that might place them at this stage	How the academy might support students at this stage
Stage One <i>Internal exclusion (Refocusing)</i>	<ul style="list-style-type: none"> • Ready – Truancy • Responsible – Failing a detention / failing lesson removal • Respectful – Refusing to comply with a member of staff • Respectful – Bringing the academy into disrepute • Respectful – Vandalism or theft • Respectful – Physical assault / inappropriate behaviour to another • Respectful – Bullying • Respectful – Racist, homophobic or discriminatory language • Respectful – Being disrespectful to / swearing at members of staff • Respectful – Extremist behaviours • Responsible – Bringing drugs or weapons on site 	<ul style="list-style-type: none"> • Progress Leader (PL) meeting with parent/carer • Meeting with student and PL or member of senior leadership team • Behaviour Contract • Individual Education Plan (IEP) for students with SEND
Stage Two <i>May result in Governors' Discipline Committee hearing</i>	<ul style="list-style-type: none"> • Fixed term exclusion (FTE) will be considered for behaviours considered extreme in their nature or if they significantly challenge our mission statement of 'Success for All' and/or our school values. 	<ul style="list-style-type: none"> • PL meeting with parent/carer • Meeting with student and PL or member of senior leadership team • Behaviour Contract • Individual Education Plan (IEP) for students with SEND
Stage Three <i>Permanent exclusion</i>	<ul style="list-style-type: none"> • Persistent and/or malicious disruptive behaviour • Supplying of illegal drugs • Where it is proven that students have made malicious allegations against members of staff, the academy will permanently exclude that student. 	<ul style="list-style-type: none"> • Referral to, and co-operation with, the Education and Inclusion Partnership to ensure continuity of education

The academy also has an agreement with members of the local community. This includes the local police and the courts. As part of this partnership the academy will attempt to manage any bail conditions set for students who commit offences. If the student fails to adhere to these conditions it will lead to permanent exclusion.

The Principal retains the right to exclude a student, either for a fixed term or permanently, at their discretion.

Appendix 5: Anti-Bullying Strategy

1. Objectives

- This strategy outlines what Manor School Sports College will do to prevent and tackle all forms of bullying.
- Manor School Sports College is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links with other school policies

This strategy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding Policy
- Acceptable Use Policies (AUP)

3. Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Responsibilities

- The Principal to communicate this strategy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this strategy and relevant policies.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this strategy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the strategy.

5. Forms of bullying covered by this strategy

Bullying relates to:

- race, religion, nationality or culture

- SEND (Special Educational Needs or Disability)
- appearance or physical/mental health conditions
- sexual orientation (homophobic bullying)
- sexist, sexual and transphobic bullying
- bullying of young carers, children in care or otherwise related to home circumstances
- bullying via technology, known as online or cyberbullying

6. Responding to bullying

The range of steps will be taken when dealing with all incidents of bullying reported to the school. This could include:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A Progress Leader or Pastoral Support Officer will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- Sanctions (such as those identified within the school Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is investigated to avoid an impact in school life.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour Policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures (See Appendix 1,2,3,4,5,6). This will include recording appropriate details regarding decisions and action taken and follow ups made with the victim and parents/carers to ensure after time there has been no reoccurrence.

6.1. Cyberbullying

When responding to **cyberbullying** concerns, the school will act accordingly by carrying out a range of interventions which could include:

- Act as soon as possible following an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: Looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- The school may also work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: Reporting to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content; confiscating and searching Students' electronic devices, such as mobile phones, in accordance with the law and also the school Searching and Confiscation Policy; requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

7. Support

7.1 Victims of bullying

Students who have been bullied will be supported by a range of interventions which could include:

- Reassuring the Student and providing continued support.
- Offering an immediate opportunity to discuss the experience with a member of staff or the designated safeguarding lead
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

7.2 Perpetrators of bullying

Students who have perpetrated the bullying can be helped by a range of strategies that might include:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school Behaviour Policy; this may include warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

7.3 Bullying of staff and parents/carers

Manor School Sports College takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.

Adults (staff and parents/carers) who have been bullied or affected will be supported in a range of different ways, which could include:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school is entitled to investigate the concern and ensure that appropriate action is taken in accordance with the school's Behaviour Policy. This will be at the discretion of the Principal
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online. Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents/carers) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed. Instigating disciplinary, civil or legal action as appropriate or required.

8. Preventing bullying

8.1. Actions

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects students, possibly even when they are not on school premises; for example, when using school transport or online, etc. This will be at the discretion of the Principal.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

8.2. Education and Training

- Train all staff to identify all forms of bullying and take appropriate action, following the school's policies and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

9. Involvement of students

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

10. Involvement and liaison with parents and carers

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

11. Monitoring and review: putting strategy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the strategy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

12. Useful websites and organisations

Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk
Childline	www.childline.org.uk
Family Lives	www.familylives.org.uk
Kidscape	www.kidscape.org.uk
MindEd	www.minded.org.uk
NSPCC	www.nspcc.org.uk
The BIG Award	www.bullyinginterventiongroup.co.uk/index.php
PSHE Association	www.pshe-association.org.uk
Restorative Justice Council	www.restorativejustice.org.uk
The Diana Award	www.diana-award.org.uk
Victim Support	www.victimsupport.org.uk
Young Minds	www.youngminds.org.uk
Young Carers	www.youngcarers.net
The Restorative Justice Council	www.restorativejustice.org.uk/restorative-practice-schools
Changing Faces	www.changingfaces.org.uk
Mencap	www.mencap.org.uk
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities	www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
SEND code of practice	www.gov.uk/government/publications/send-code-of-practice-0-to-25 Cyberbullying
Childnet International	www.childnet.com
Digizen	www.digizen.org
Internet Watch Foundation	www.iwf.org.uk
Think U Know	www.thinkuknow.co.uk
UK Safer Internet Centre:	www.saferinternet.org.uk
The UK Council for Child Internet Safety (UKCCIS)	www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis
Anne Frank Trust	www.annefrank.org.uk
Kick it Out	www.kickitout.org
Report it	www.report-it.org.uk
Stop Hate	www.stophateuk.org

Educate against Hate	www.educateagainsthate.com/
Show Racism the Red Card	www.srrc.org/educational
Barnardos LGBT Hub	www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
Metro Charity	www.metrocentreonline.org
EACH	www.eachaction.org.uk
Proud Trust	www.theproudtrust.org
Schools Out	www.schools-out.org.uk
Stonewall	www.stonewall.org.uk
Ending Violence Against Women and Girls (EVAW)	www.endviolenceagainstwomen.org.uk
A Guide for Schools	www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCcoalition-Schools-Guide.pdf
Disrespect No Body	www.gov.uk/government/publications/disrespect-nobody-campaign-posters
Anti-bullying Alliance:	www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying