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November 2022	'Guidance on yZ. . MjfbnjZI VZ and sexual aMMyk ZI { between children in schools and colleges.' This publication was withdrawn on 1 September YÜYY, therefore reference to this withdrawn policy has been removed from this updated policy
November 2022	Policy has been updated to reflect DfE (2022) Keeping Children Safe in Education
November 2022	Policy has been updated to reflect DfE (2022) 'Behaviour and Discipline in Schools'
November 2022	Ash Guidance for Schools - Vaping (2022)
November 2022	Searching, screening and confiscation guidelines
November 2022	Structured appendix A for localised use

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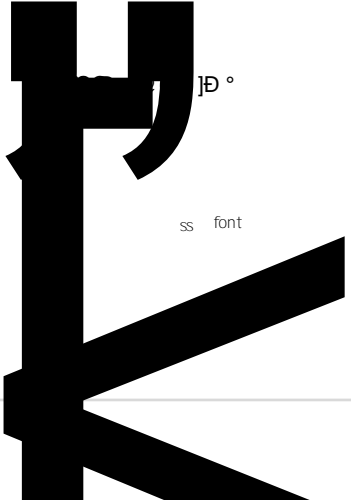
The Hope Sentamu Learning Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The Trust is committed to:

- Promoting positive and acceptable behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Promote early intervention.
- Praising and rewarding positive and acceptable behaviour.
- Challenging unacceptable behaviours.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with parents/carers.
- Developing positive relationships with pupils.
- Promoting a culture of praise and encouragement in which all pupils can thrive.

The Trust acknowledges that behaviour can sometimes be a result of educational needs, mental health concerns, or other needs and vulnerabilities and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the Trust aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are encouraged to

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- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

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- Bullying - a type of harassment which involves personal abuse or persistent
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- Supporting behaviour management in line with the Student Mental Health and Wellbeing Policy.

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- Collaborating with the LGC, Headteacher/Principal and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day to day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the Trust's Special Educational Needs and Disability (SEND) Policy.
- Supporting teachers in the further assessment of the pupil's strengths and areas for development and advising on effective implementation of support.

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- Implementing the Behaviour Policy and the local procedures consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.

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- Implementing the Behaviour Policy and the local procedures consistently
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought and support provided to any pupils with specific behavioural needs.

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- Supporting their child to adhere to the behaviour policy and procedures set out in the school/academy.
- Informing the school/academy of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with a member of staff.

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- Their own behaviour both inside and outside the school/aca

retention or disposal of a pupil's property, in agreement with parents/carers (where appropriate), and/or detentions, during break, lunch or after school.

Sanctions will be proportionate to the behaviours displayed, in accordance with the school/academy systems and procedures, and taking into account the pupil's age, SEND needs or any religious requirements.

5.1. Detentions

- Teachers have a legal power to put pupils (under the age of 18) in detention, but will act reasonably and ensure the pupils' safety is not compromised.
- If a lunchtime detention is used, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- Consent from parents/carers is not required for detentions, but the school/academy will endeavour to inform parents/carers of the detention.
- There is no requirement for notice to be given to parents/carers.

5.2. Positive Behaviour

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Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

5.1. Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct within the classroom.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Each lesson is a fresh start
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement.

5.3. Equality and Diversity

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6.1. The Trust recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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- 12.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. [w RECORD OF THE USE OF REASONABLE FORCE.docx](#)
- 12.2 Headteachers/Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. [How to Searches Guidance](#)

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- 13.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 13.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school/academy will discipline the pupil in accordance with this policy.
- 13.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school/academy (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the pupil 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.
- 13.4. The school/academy will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection Policy, the Child-on-Child Abuse Policy and the Managing Allegations Against Staff Policy or more information on responding to allegations of abuse against staff or other pupils.

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This policy is reviewed annually by the Distinctiveness and Personal Development Committee. Any changes made to this policy by the Trust will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy and the local procedures. The next scheduled review date for this policy is listed on the cover page of the policy.



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January 2023

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The Manor CE Academy Reward and House system aims to ensure that all students are known and cared for as individuals to enable them to make outstanding progress.

The system is based on student achievements such as merits collected, attitude to learning, attendance and service to the school and looks to celebrate and reward individual and collective success. The list of rewards available to individuals continues to grow and currently includes 'merit lead' and special award badges, school based privileges, the weekly Principal's Awards, a merit shop and rewards events/trips.

The students join one of the four Houses; Abbey, King's, Stuart, and Wentworth. All four have historical links to the academy. Sir Thomas Wentworth invited King Charles I (House of Stuart) to stay at the King's Manor, located near St Mary's Abbey. King's Manor was, from 1813 to 1922, home to Manor and it was this historic city centre building from which the academy first took its name.

There are a wide range of House events throughout the year, including; form tasks, house competitions and sporting events. These, along with Merits earned, Attitude to Learning and Attendance add points towards the House Championship. At the end of each year the victorious House receives the House Championship Trophy and celebrates their success with a rewards event.

Rewards, in the form of merits, will be given for:

- Completing work and homework to a high standard.
- Resilience – not giving up.
- Teamwork
- Empathy – understanding and helping others.
- Good and outstanding progress in a subject.
- Making a positive contribution to the Manor CE Academy community.
- Taking an active role in lessons.

The academy will use the following rewards for displaying good behaviour:

- Certificates
- Badges
- Postcards home
- Access to the merit shop
- Principal awards
- Verbal praise
- Prizes
- Reward points
- End of term whole-class rewards
- Trips and visits
- Celebration assemblies and evenings

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A code will be issued by staff when a student fails to meet one of the academy expectations. These codes are listed below:

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Codes are recorded in the student planner. When a code is written into the planner, it will be recorded on the appropriate side of the student planner with a code, date, staff initials, and brief description of the issue.

- All UZaMfm| x infractions will be recorded on the x b a { 'a MlX y b XZ of the planner (B; Bi; W; S).
- All n x MlyMbnl Ml infractions will be recorded on the j Z _ { 'a MlX y b XZ of the planner (H; E). L and A are also recorded on the left. Students receive a code immediately for homework, coursework, and equipment misdemeanours.

LEFT-HAND SIDE

- The accumulation of {axZZ VnXZy on the left-hand side of the planner leads to a j | I Va(Łk Z XZ{Zi {bnl XZ{Zi {bnl .
- This detention will be recorded in the student planner.
- On the sixth code on the left-hand side, an automatic detention will be issued.

a phone in your pocket you will repeat the day.

- You will have the opportunity to order a cold sandwich and drink at the start of the day which will be brought to you at lunchtime

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