



Lady Mannors School

Behaviour Policy

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Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed annually by the Governing Board and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here:
<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

Contents	Page
1. Aims	1
2. Equalities Statement of Intent	2
3. Legislation, Statutory Requirements and Statutory Guidance	2
4. Positive Behaviour.....	3
5. Definitions.....	3
6. Bullying	4
7. Roles and Responsibilities	5
8. Behaviour Expectations	7
9. Responding to Behaviour	8
10. Sanctions	15
11. Malicious Allegations	17
12. Student Transition	17
13. Training	18
14. Monitoring Arrangements	18
Appendix 1 Written statement of behaviour principles	19
Appendix 2 Mobile Phone and Smart Watches guidance	20

1. AIMS

This policy aims to:

- ensure all members of the school community are treated with equal high regard.
- create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe, secure and supportive environment.
- promote and reward good behaviour.
- establish a whole-school consistent approach to maintaining high standards of behaviour that reflect the values of the school, that is applied equally to all students and any rewards or sanctions are applied in a fair and consistent manner.
- promote respect, fairness and inclusion, equality of opportunity, welfare, and good relations across the whole community.
- eliminate all forms of discrimination, harassment, and bullying.
- ensure that the quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- ensure all staff promote the positive behaviour of students through adhering to this policy and through their responsibility to ensure that the curriculum is delivered in a manner which addresses the individual needs of students and the use of a variety of pedagogical styles to minimise any disruptive behaviour.
- outline the expectations and consequences of behaviour

This policy will apply at all times when students are on site, are taking part in off-site school-led activities or are travelling to and from school.

2. EQUALITIES STATEMENT OF INTENT

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

3. 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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. POSITIVE BEHAVIOUR

We are committed to recognising the outstanding behaviour, attitudes and approaches from our students.

When a student's behaviour meets or goes above and beyond our expected behaviour standard, positive reinforcements and rewards will be applied clearly and fairly to reinforce and recognise our outstanding students and our excellent behaviour culture.

The rewards system promotes desired behaviour, effort, achievement and attitude.

A formal rewards system operates whereby staff issue positive house points to a student for recognised work and effort. Staff recognise achievement and effort through house points on Class Charts and tracking grades.

Students are recognised in achievement assemblies held regularly.

Individual congratulatory letters and postcards may be sent home acknowledging specific individual achievements.

House points contribute towards the house system's 'Wrench Shield'.

The annual Presentation Evening recognises diligence shown by students in each year group, along with many other achievements recognised across the school.

Rewards is a constantly evolving area in order to meet the needs and successes of our students.

5. DEFINITIONS

Unacceptable behaviour includes but not limited to:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude
- incorrect uniform

Serious unacceptable behaviour is defined as:

- repeated breaches of the school rules
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature, such as
 - sexual comments
 - sexual jokes or taunting
 - 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
- sexual violence or sexual assault
- vandalism

- theft
- fighting
- smoking/vaping
- racist, sexist, homophobic or any discriminatory behaviour
- possession of any prohibited items including but not limited to:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - E-cigarettes and 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

6. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Type of bullying	Definition
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see the school's **Anti-Bullying Policy** which explains how the school aims to maintain a school community which does not tolerate any form of bullying.

7. ROLES AND RESPONSIBILITIES

7.1 The Governing Board

The Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (**Appendix 1**)
- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the Headteacher to account for its implementation

7.2 The Headteacher/Senior Team

The Headteacher is responsible for:

- reviewing this policy in conjunction with the governors
- Giving due consideration to the school's statement of behaviour principles (**Appendix 1**)
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently with all groups of students
- 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 students 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 students both sanctions and support when necessary

7.3 Teachers and Staff

Staff are responsible for:

- creating a calm and safe environment for students

- establishing and maintaining clear boundaries of acceptable student behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular students
- recording behaviour incidents promptly on CPOMs
- challenging students to meet the school's expectations

The Pastoral Team and Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and Carers

Parents and carers, where possible, 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 school promptly
- take part in any meetings following unacceptable behaviour
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

Lady Manners 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.

7.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards

8. BEHAVIOUR EXPECTATIONS

8.1 Classroom Routines

In order to ensure that all students have a supportive environment in which they can learn, the following are the expectations of every classroom:

- Students will arrive on time and immediately enter the classroom, where possible, to avoid congestion in the corridors.
- Students will sit in the places assigned to them by their teacher.
- Students must have all their equipment/books on desks immediately without being asked.
- The register will be completed at the start of the lesson with a formal response.
- There will be silence when the teacher or a class member is talking and no shouting out.
- Students will work hard to reach their potential and seek help respectfully when needed.
- Students will be recognised for their positive behaviour and approach to their work.
- Students must stand behind their seats and leave in an orderly way and in full uniform when directed by their teacher.

8.2 Mobile Phones

At Lady Manners School, we understand that mobile phones bring about an aspect of safety for our students on their journeys to and from school.

Mobile phones must be turned off as students arrive at school and stored in a locker or the student's bag. Mobile phones may be turned back on once the student has left the school building at the end of the day.

If a mobile phone is seen, it will be confiscated until the end of the day in the first instance. If this is repeated further sanctions will be issued.

Smart watches and earbuds are not allowed in the school day as these are a distraction to learning.

Please see **Appendix 2** for more information about electronic devices and our approach

Sixth Form students are allowed to use their mobile phones in the Sixth Form centre and during lessons (when directed by the teacher). They must not use their mobile phones in the main school.

9. RESPONDING TO BEHAVIOUR BELOW LADY MANNERS SCHOOL'S EXPECTATIONS

9.1 Classroom Management

Staff, students, parents and carers want:

- positive and calm classrooms conducive to an encouraging learning environment
- any disruption to be dealt with quickly, consistently and not allowed to escalate or affect other learners.
- consistency and everyone to play their part.

9.2 Safeguarding

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

We will consider whether a student's unacceptable behaviour may be linked to outside/personal issues and/or 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 more information

9.3 Responding To Unacceptable Behaviour In And Out Of Class

When a student'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 this behaviour.

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 students know with certainty that unacceptable behaviour will always be addressed.

All students will be treated fairly under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

Class Charts Negatives

Lady Manners School records any of the following conduct issues as a negative on Class Charts which parents can access via the Class Charts app:

- **Late** - when a student arrives late to form time or to a lesson without a valid reason such as a music lesson or a late bus;
- **Equipment** - when a student does not have their equipment: pen, pencil, ruler, white board and pen, relevant books/equipment, subject specific such as calculator, food ingredients, PE kit;
- **Mobile Phones** - When a student's phone is seen in the school day;
- **Poor approach to classwork** - when a student does not try their best with their works or displays behaviour which affects learning;
- **Homework** - when a student does not have their homework or there is an issue with the homework such as no effort made;
- **Chewing gum** - when a student is caught chewing or with chewing gum, which is banned in school.

Out of Class Behaviour: Behaviour Cards

Each student has a behaviour card which they carry in the blazer pocket.

If a student behaves inappropriately such as:

- shouting
- pushing
- swearing
- running
- being out of bounds

Or If a student is not in the correct uniform such as:

- shirt untucked
- no blazer
- no tie
- trainers
- extra piercings

their card will be signed by the member of staff.

If a student receives 5 signatures, they will receive a detention.

In-class Behaviour Process: Stages 1 to 4

In lessons, the behaviour stages will be followed consistently by staff. These stages are to ensure that learning is not disrupted. Students will have several opportunities to improve their behaviour. These stages will also be recorded on Class Charts. The stages are explained below.

S1
First formal warning

If a student has to be reminded to not disrupt the learning, they will be given their first warning which will be recorded on Class Charts

S2
Final Warning

If the same student has to be reminded again for disrupting the learning, then they are on S2 which will be recorded on Class Charts

S3
Lunchtime Detention

If the same student continues to disrupt the learning, then they are on S3 and will be given a lunchtime detention which will be recorded on Class Charts.

S4 /On call
Sent out of lesson

If a student still continues to disrupt learning (despite encouragement to behave) on call will be requested and S4 will be recorded on Class Charts. The student will be removed and taken to reflection. The teacher will pass the details of the incident on to the pastoral year group team so an appropriate sanction and support can be implemented.

Their Head of Year and their teacher will see them during this time and make a decision on further action:

- extended stay in reflection
- meeting with a teacher/curriculum leader
- loss of social times
- lunchtime/after school detention
- on report

All incidents of removal from the classroom will be recorded along with details of the incident that led to the removal, and any protected characteristics of the student.

9.4. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

Incidents of reasonable force must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be reported to a senior member of staff
- be reported to parents and carers. A member of staff will tell the parents about the incident as soon as is reasonably practicable.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

9.5 Confiscation, Searches, Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

Searching A Student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

In most cases, a student will be asked to turn out their own pockets and empty their bags.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher or Headteacher, to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks, bags or lockers.

Outer clothing includes:

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

Informing The Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- if they believe that a search has revealed a safeguarding risk
- all searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents and Carers

Parents and carers will always be informed of any search for a prohibited item (listed in section 3) if an item is found. A member of staff will tell the parents as soon as is reasonably practicable:

- what happened
- what was found
- what has been confiscated, if anything
- what action the school has taken, including any sanctions that have been applied to their child

Support After A Search

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

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

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](#).

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and

wellbeing of the student involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into school to act as the student's appropriate adult.

Screening

Lady Manners School does not screen students upon entry to the school,

A small metal detector may be used to identify if there is a vape on a student's person or in their belongings. This is non-intrusive and waved over clothing or bags when it is deemed appropriate

9.6 Off-site Unacceptable Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, when the student 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 student of our school
- sanctions may also be applied where a student has displayed unacceptable behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:
 - could have repercussions for the orderly running of the school
 - poses a threat to another student
 - could adversely affect the reputation of the school

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

9.7 Online Unacceptable Behaviour

The school can issue behaviour sanctions to students for online unacceptable behaviour when:

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

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

9.8 Suspected Criminal Behaviour

If a student 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.

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 designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.9 Zero-tolerance Approach To Sexual Harassment And Sexual Violence

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

Students 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 school 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 or other external agencies
 - refer to children's social care
 - report to the police

Please refer to our safeguarding policy for more information

10. SANCTIONS

10.1 Detention

- Students can be issued with detentions during breaks, lunchtimes or after school
- Any teacher, at any time, is able to issue their own detention.

- Failure to attend a detention (without good reason) will result in an after-school detention.
- All after school detentions will be issued in liaison with the Curriculum leader, Director of learning or Year Leader and arrangements will be made with parents.

When imposing an after-school detention, the school will consider whether doing so would:

- compromise the student's safety
- conflict with a medical appointment
- prevent the student from getting home safely
- interrupt the student's caring responsibilities

10.2 Suspension and permanent exclusions

The school will 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 Headteacher and only as a last resort.

Please refer to our exclusions policy for more information

10.3 Sanctions for students with SEND

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

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

When dealing with unacceptable behaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- When considering a behavioural sanction for a student with SEND, the school will take into account:
- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?

- Whether the student is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.4 Supporting Students Following A Sanction

Following a sanction, the school will consider strategies to support students to understand how to improve their behaviour and meet the expectations of the school.

This can be in different forms including:

- reintegration meetings
- pastoral support
- a referral to further or external support
- a report card

11. MALICIOUS ALLEGATIONS

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students accused of misconduct.

12. STUDENT TRANSITION

12.1 Inducting Incoming Students

The school will support incoming students to meet behaviour standards by offering pastoral support to familiarise them with the behaviour policy and the wider school culture.

12.2 Preparing Students for Transition

To ensure a smooth transition to the next year and ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

13. TRAINING

As part of our staff's ongoing continual professional development and induction for new staff, training is provided regularly on managing behaviour for all of our students.

14. MONITORING ARRANGEMENTS

The school will collect data on the following:

- behavioural incidents, including removal from the classroom
- attendance, permanent exclusion and suspension
- incidents of searching, screening and confiscation
- surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

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 students are identified by this analysis, the school will review its policies to tackle it

Appendix 1

Written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Appendix 2**Lady Manners School****Mobile Phone and Smart Watches**

Following guidance issued, we have considered our stance on mobile phones and smart watches carefully.

Everyone who spends any time with children and young people knows how addictive and problematic the technology can be. However, we are also aware that there are benefits to this technology. We also recognise that Sixth Form students have a greater degree of independence and responsibility.

Therefore, from September 2024, our policy on mobile phones and smart watches will be as follows:

Year 7 - Year 11 - Not to be seen during the school day

The use of mobile phones and smart watches is prohibited during the school day for all students in Years 7 - Year 11. Mobile phones should be switched off and out of sight. Smart watches should not be worn.

Any student found using a mobile phone (or smart watch) during the school day will face the following sanctions:

- *First time*: the device will be confiscated and the student will receive a 30-minute lunchtime detention. The student can collect their mobile phone from reception at the end of the school day
- *Second time*: the device will be confiscated and the student will receive an after-school detention. The student can collect their mobile phone from reception at the end of the school day
- *Third (or more) time*: the device will be confiscated and the student will receive an after-school detention. The device will be retained until it can be collected by a parent or carer (NB this is no change from the current policy).

Students may use their phones on the way to and from school but must switch them off and put them in their bag for the duration of the school day. We do not expect to see them or hear them.

Headphones/ear buds should not be seen at any time in school. If students choose to use headphones/ear buds when travelling to and from school, they must remove them before they enter the school site.

Mobile phone use in lessons

Teachers are not to use mobile phones in lessons with Years 7, 8, and 9. However, if a specific activity in a GCSE or equivalent course would benefit from smart phone use, students must receive advanced notice and then be allowed to use this technology to enhance their learning in specific lessons. Teachers must organise a suitable alternative for those students without a smart phone. Phones may only be used under the strict supervision of a teacher and must not be seen at any other time.

Year 12 - Year 13

The use of mobile phones, headphones and other smart technology is acceptable in the Sixth Form block but prohibited in the rest of the school. Any student found using a device outside of the Sixth Form block will have it confiscated. The student will collect their mobile phone from the Sixth Form office at the end of the school day.