MANOR GREEN SCHOOL

Excellence for All

BEHAVIOUR SUPPORT POLICY 2026/27

Rationale

Our school's mission is to be the Centre of Excellence for all students with special educational needs.

Both the students and the staff thrive on the positive relationships they establish with each other. It is our professional belief that positive role modelling of behaviour is best fostered through these quality relationships.

Since 2011, the students and the staff abide by the same Code of Conduct: The Golden Rules ©

The Golden Rules

At our school we always:

- **Treat people kindly**
- **Listen to each other**
- **Look after our school environment**
- **Do our best.**

School Council, 2011

This policy states our values and methods of fostering the positive behaviours of our students, including guidance on application of positive rewards and restrictive sanctions.

Philosophy

The behaviours of our students can be **positive** and **negative**. It is our belief that positive behaviour enhances our students' learning and the negative inhibits their ability to progress.

At Manor Green School we aim at rewarding positive behaviours and discouraging negative behaviours by helping students develop better strategies for coping with stress, leading to more appropriate and acceptable responses to social interactions and change. We use a nurturing approach to achieve this aim.

Some negative behaviours can be **challenging** and can become dangerous if they escalate to self-harm, harm of others (students, parents, staff, visitors, members of the public) or damage to property.

Challenging behaviours also include disengagement from learning and absconding from lessons, school, school transport or from the organised off-site activities.

Staff Induction, Development and Support

We have a duty of care to ensure our students and staff members are safe and, therefore, all relevant Teaching and Learning (T&L) staff will undergo Intermediate Team Teach training (recertified every year) which covers behaviour management and de-escalation, use of Zones of Regulation Support Plans, use of Behaviour Watch, and learning Restrictive Physical Interventions. Additionally, as a non-negotiable, all T&L staff will ensure that the Six Principles of Nurture are followed and will receive full training to understand this.

Ongoing development of our staff members' understanding of supporting positive behaviours and minimising behaviour that is challenging is led by our Assistant Head Teacher for Nurture and Behaviour for Learning scaffolded by our Nurture Champions.

The culture we instill across the school to support our students and this Behaviour Policy is underpinned by the following legislation and statutory guidance:

The Education Act 2002
https://www.legislation.gov.uk/ukpga/2002/32/contents

The Education and Inspections Act 2006
https://www.legislation.gov.uk/ukpga/2006/40/contents

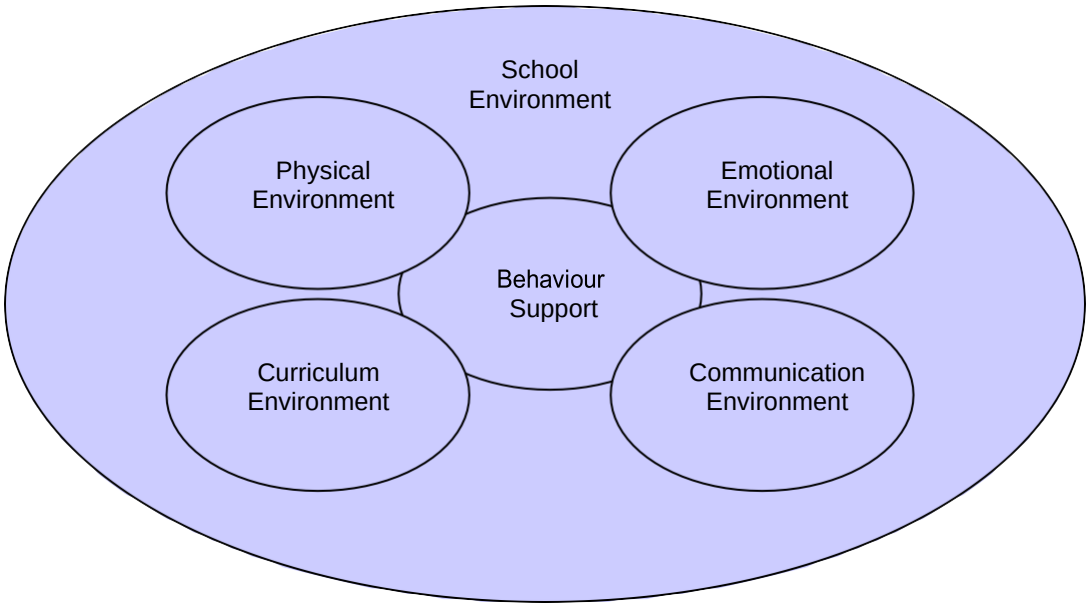
Department for Education: Restrictive interventions, including use of reasonable force, in schools April 2026
https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Department for Education - Behaviour in schools: advice for headteachers and school staff 2022
https://www.gov.uk/government/publications/behaviour-in-schools--2

Methodologies

The Golden Rules form the basis for conduct and behavioural expectations within Manor Green School.

Influencing Factors: Students thrive when there are clear expectations of their behaviour and when the factors influencing their behaviour are at the forefront of the staff' thinking. Factors worth consideration are shown in the diagram below:



We practice behaviour support according to the principles of **Team Teach:**

LAST RESORT - RESTRICTIVE PHYSICAL INTERVENTION (RPI)

Planned ignoring	**Time/Space**	**Diversion**	**Humour**
Positive reminders	**Positive praise**	**Positive Rewards (Choices)**	**Sanctions**

TOOLS

Academic Curriculum	**Enrichment and Life Skills Development**
Care Therapeutic Learning Support	**Rewards/Sanctions**

PREPARATION

Fairness	**Flexibility**	**Trust**	**Humour**	**Mutual Respect**
School Values	**Golden Rules**	**Total Communication**	**Relationships and Team Work**	**Consistency**

FOUNDATIONS

Foundations
Those are our values, systems and the positive professional culture of Manor Green School.

Preparation
This is the “bread and butter” of every teacher’s and their support team’s job – planning of lessons, resources allocated and the wider learning and personal development identified. It is a well-documented fact that those teachers who see students’ behaviour as intrinsically linked to the quality of teaching and learning are more responsive to the demands of their student group.

Tools
This is a set of agreed methods of promoting and rewarding the positive and discouraging and sanctioning the negative behaviours.

Last Resort – Restrictive Physical Intervention
At Manor Green School we subscribe to the principles of Team Teach, with all its steps, including Restrictive Physical Intervention

Rewards, Consequences and Supporting our students

Supporting our students

Class staff are best placed to support the day-to-day behavioural needs of our students. Our class structures mean that our students are, where possible, placed with the same staff members for the duration of the academic year. This allows our class staff to build positive and supportive relationships with our students and their parents/carers and for us to fully understand the holistic needs of our students. This is essential in being able to help our students maintain positive behaviour.

Our behaviour support extends beyond school; where necessary a range of staff members including class staff, Assistant Head Teachers, Family Support Worker/Family Support and Attendance Worker or Deputy Principal can work with families to support our students’ behaviour in areas outside of school, e.g. home, community or respite settings.

Our Golden Rules, coupled with our Non-Negotiables, set our expected behaviours for students, differentiated to the learning ability of our different departments.

All rewards and consequences need to be relevant to the student to be effective. The effectiveness of this must be monitored over time. The emphasis should be placed on generating patterns of positive behaviour with a focus on reward in order to prevent the need for consequential sanctions. Communication books/emails and phone calls home are used to report both the positive rewards and corrective consequences.

Emotional Check-ins via Zones of Regulation.

Providing regular and consistent opportunities for our students to share their emotions will allow our staff to be made aware of any difficulties they experience and effectively supporting these difficulties

should better help our students to maintain positive behaviour. Therefore, all classes will provide our students with at a minimum, two formal emotional check-in opportunities throughout the day; once in the morning and once in the afternoon.

Our emotional check-ins are conducted via the Zones of Regulation Framework and Curriculum (Kuypers, 2011) and our Assistant Head Teacher for Nurture and Behaviour for Learning will advise our respective departments on how to best deliver this to students. https://zonesofregulation.com/how-it-works/

The Zones of Regulation Framework aims to upskill our students in the following areas:

- Identifying and understanding emotions
- Self-regulation
- Identifying triggers
- Coping strategies
- Expected behaviours.

The main premise is that four colours are used for which students self-identify how they are feeling and categorise this by colour; the different strategies they will learn to use to cope with their emotions are related directly to the colour zone that they are placing themselves in.

Each student is required to have a Zones of Regulation Support Plan which is reviewed and update after any significant behaviour incident.

Rewards

Recognising, acknowledging, and celebrating our students' achievements and successes is key to building a positive and nurturing environment where students feel accepted, valued and invested in. Quite often, our students will have had a negative experience of school before starting at Manor Green and will have a lack of confidence around learning and a low-self esteem connected to attending school.

At Manor Green, we seek to empower our students and help them to grow and succeed. We have learnt that positivity, motivation and encouragement is key to this. Therefore, Certificates of Recognition are awarded to students (at the Class Teacher's discretion) on a weekly, termly and annual basis for those students who have achieved specific goals in line with their academic, curriculum or personal development targets.

The Certificates of Recognition run alongside each class' Student of the Week/Term/Year award as these are typically given to one student in the prescribed time frame whereas the Certificates of Recognition can be awarded to multiple students in the same time frame.

Parents/carers should be made aware of target behaviours within school so that they can support the school staff and their child in promoting and scaffolding these behaviours at home too.

Consequences

The school advocates a restorative approach rather than an authoritarian approach to applying consequences and dealing with conflict. This encourages students to take more ownership of, and responsibility for, their behaviour. Wherever possible, students should be given the opportunity to focus on 'putting things right' rather than being given a sanction. Any consequence needs to be effective and focused on supporting the student to improve their choices of behaviour in future situations. If a restorative approach is not possible, it might be appropriate for a student to receive a low level sanction, such as missing part or all of their free choice time or break times.

Further escalations in behaviour may result in a formal sanction (such as loss of privileges or being placed on report). Where property has been damaged intentionally, it may be deemed appropriate for the school to seek reimbursement for repair or replacement from the parents/carers depending on the circumstances.

As a school we are committed to inclusion and are obliged to determine ways to meet the needs of all our students, recognising that the best place for them to be is in the learning environment. There are at times, however, situations when a student may benefit from a period of time outside the classroom. This may mean a period of time spent away from the activity or some time spent in another classroom (with an assistant).

It is important that this is seen as a positive process of supporting the student and not a punishment. This is an opportunity for the student to calm, regulate and then return to the class. During such period of isolation from the group, it is essential that communication is built/rebuilt between staff members and the student in question.

As an inclusive special school, aspiring to be the centre of excellence, we aim to operate a non-exclusion policy as far as possible. This means that once we accept a student into our school community, we accept the responsibility to do everything we can to get to know the student and meet their needs. However, there may be occasions where suspensions or exclusions are given. This is always a last resort, only taken when all other strategies have been exhausted. We will always balance what is in the best interests of the student along with the wider interests of the school community. When the decision is made by the Head Teacher to issue a suspension or exclusion we will ensure that the statutory guidance document is followed; 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026: https://www.gov.uk/government/publications/school-exclusion

On issuing a suspension, a formal letter will be sent to the student's parents/carer explaining the rationale for the suspension and the duration, as well as notifying them of the right to appeal. On the morning of the day that the student returns to school after the suspension, a Re-Integration Meeting will be held between Senior School Leaders, the parents/carers and any other relevant member of staff where an action plan will be agreed that will look to provide support to prevent any further suspensions.

If we are at a point where we start to see a significant escalation in behaviour that, if continued, could

result in a permanent exclusion being issued, we will look to call an Annual Review at the earliest opportunity with invites extended to all relevant professionals, but at a very minimum, the Local Authority's Inclusion Manager and an SEN Officer. The purpose of this Annual Review is to ensure that all appropriate interventions have been implemented to support a positive change in behaviour. This could include, but is not limited to, Education Psychology Assessment, Functional Behaviour Assessment, counselling, referral to Social Care/Early Help, and making the student's timetable more bespoke.

We will work with their family/carers and reflect on our own practice, adapting the way in which we work to help the child develop and flourish. However we accept that there may be extremely rare circumstances where it is in the best interest of the student for an alternative placement to be found.

There is a process of escalation regarding the management of rewards and consequences which is as follows:

- Initial behaviour is managed by Teacher and class staff (advice sought from Nurture Champion where necessary)

  Escalates to →

- Teacher contacting parents/carers

  Escalates to →

- Assistant Head Teachers or Cluster Leaders in their absence

  Escalates to →

- Deputy Principal/Deputy Head Teacher

  Escalates to →

- Head Teacher

Our approach to Physical Touch – Nurture Principles

Manor Green is an accredited Nurturing School with an ethos that students need to feel safe emotionally and physically. We create safe bases for all students in classrooms and around the school to help provide this feeling of safety. The Nurture principles are threaded throughout many of our policies because of this, these being:

1. Learning is understood developmentally.

2. The classroom offers a safe base.

3. The importance of Nurture for the development of wellbeing.

4. Language is a vital means of communication.

5. All behaviour is communication.

6. The importance of transition in the lives of children.

The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing. To provide the best support to students this sometimes means physical touch is necessary, especially taking into account the varying needs of our students who need physical touch as part of their physiotherapy or positive and preventative behaviour strategies.

Some students who require emotional support from school may have been subject to trauma or distress or may not have had a positive start in life. It is with this in mind that staff seek to respond to children's developmental needs by using appropriate safe touch.

Our policy takes into account the extensive neurobiological research and studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, mental health and the development of social skills.

We have adopted an informed, evidence based decision to allow safe touch as a developmentally appropriate intervention that will aid healthy growth and learning. Our policy rests on the belief that every member of staff needs to know the difference between appropriate and inappropriate touch. Hence, staff need to demonstrate a clear understanding of the difference.

We consider four different types of touch and physical contact that may be used, these are:

1. Casual / Informal / Incidental Touch- Staff use touch with students as part of a normal relationship, for example, comforting a student, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a student by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

2. General Reparative Touch- This is used by staff working with students who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad student. Touch used to regulate a student's emotions, triggers the release of the calming chemical oxytocin in the body. Reparative touch may include sitting on an adult's lap (if written and agreed in the Occupational Therapy Plan or Behaviour Support Plan) - with face to face always being avoided and always within sight of other staff. This will be age and stage appropriate. Other examples of this type of touch include patting a back, squeezing an arm, or hand or foot massage.

3. Contact Play- This is sometimes used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the student has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact

play may include an adult chasing and catching the student or an adult and student playing a game of building towers with their hands.

4. Interactive Play (Rough and Tumble Play)- This structured play follows clear rules and is operated under close supervision by staff. It will only ever take place when all participants are in agreement and completely understand the rules. This sort of play releases the following chemicals in the brain:

- Opiodes - to calm and soothe and give pleasure
- Dopamine - to focus, be alert and concentrate
- BDNF (Brain Derived Neurotropic Factor) - a brain 'fertiliser' that encourages growth

Nurture Champions

In order to foster the Nurture Principles across the whole school, each of our departments have a designated Nurture Champion. This is a resource that classes can use for advice and guidance when seeking additional support in managing the behaviour of students.

Nurture Champions may carry out observations, help support with specific behavioural incidents, and can help co-produce Zones of Regulation Support Plans.

Zones of Regulation Support Plans

All students will have a Zones of Regulation Support Plan. They are to be completed by the class Teacher in conjunction with the whole class staff team so that everyone can contribute to behaviour management strategies and be aware of what is agreed. This will lead to a consistent approach in the management of the student by all staff in the class.

These plans will also need to take into consideration parental/carer input and they will need to sign off the agreed plan. Additionally, where appropriate, students should play an active role in creating and contributing to the plan thereby supporting them to take ownership of their behaviour and conduct.

Once completed, the plan will be quality assured by the Assistant Head Teacher for Nurture and Behaviour for Learning or Deputy Principal and input can be sought from either, as well as the department specific Nurture Champion, whilst creating the plan. They should be reviewed by class staff after every significant behavioural incident, but at least every long term as a minimum.

They will be bespoke in their nature to each individual student and will place heavy weighting on staff being proactive in addressing behavioural needs and being as holistic as possible in trying to identity a student's potential triggers. Plan's will take into consideration our students' Special Education Needs and how these can be best supported.

The content of the plans will also include strategies that will promote consistent regulation and calmness with a view to more reactive strategies not being needed.

See ‘Appendix One’ for a Zones of Regulation Support Plan template.

Boxall Profile Assessment Tool

At Manor Green School all our students are assessed using the Boxall Profile assessment tool which was created to measure the social, emotional and mental health needs of children and young people. The assessment tool is designed to help staff understand and work more effectively with children and young people in a way that is sensitive to their needs; identifying and addressing any hidden issues that may be creating a barrier to our students accessing and fully engaging with their education.

Students are assessed three times a year – once in the autumn term, once in the spring term and once in the summer term. This data is used to identify students who are not making progress within the profile and compared against the SEMH progress within their individual EHCPs.

The Boxall Profile assessment tool categorises pupils' needs into one of three levels: *High Level of Difficulty*, *Low Level of Difficulty*, or *No Apparent Difficulties*. These ratings are automatically generated by the assessment system based on the information provided during the assessment process and are used to help identify areas where additional support may be required.

Students who have not been in school consistently are not able to be re-assessed and therefore no score is inputted and accounted for in the termly data.

Best practice will be for the assessment to take place as a class team exercise with all class staff members inputting into the process

Behaviour Watch – Recording and Monitoring Data

Manor Green School uses Behaviour Watch, a web-based system that allows us to track and record all behavioural incidents therefore eliminating the need for paper-based reports.

All incidents of ‘Physical’ behaviour (where a Restrictive Physical Intervention has been used) must be logged by the staff member involved in this incident on the same day that it occurs. All incidents of ‘Challenging’ behaviour must be logged within 24 hours of the incident occurring. All T&L staff members will be given their own log-in details for Behaviour Watch and it is their responsibility to log the incident.

All reports on Behaviour Watch are sent through to the Assistant Head Teacher for Nurture and Behaviour for Learning, the Deputy Principal and the respective Head of Department. Both the Assistant Head Teacher for Nurture and Behaviour for Leanring and the Deputy Principal are responsible for quality assuring and closing off all reports and all reports pertaining to a RPI will be tracked, monitored and reviewed on a weekly basis by them. Where there is an upward trend of RPI in relation to a specific student, consideration will be given to convening a multi-agency meeting to address this escalation in behaviour.

See ‘Appendix Two’ for Behaviour Watch reporting guidelines

Restrictive Physical Intervention

At Manor Green School we subscribe to the principles of Team Teach - this is a behaviour management framework that incorporates early intervention of challenging behaviours and de-escalation strategies but also can use Restrictive Physical Interventions (RPI) where necessary. RPI relates to both physical restraint of students to help students’ de-escalate when they are in an extremely heightened state and presenting as highly unsafe to themselves or others.

RPI will only be used by staff when all other strategies have failed. There are certain criteria that must be met before the decision can be made to use a RPI and the reference for this is taken from the Department for Education’s guidance: Restrictive interventions, including use of reasonable force, in schools April 2026. The criteria being:

- Prevent the student from hurting themselves
- Prevent the student from hurting others
- Prevent the student from damaging property
- Prevent the student from causing disorder

If a RPI is carried out then the minimum force necessary must be used for a minimum time and the RPI itself must be reasonable and proportionate to the behaviour being carried out by the student. The corresponding Behaviour Watch report must justify why a RPI was needed detailing all other strategies that were tried first.

All incidents of RPI must be recorded on Behaviour Watch on the same day it occurs (unless extenuating circumstances prevent this, such as a significant injury to a staff member) and parents/carers informed on the same day that the incident has occurred either in person or by telephone. During this discussion, parents/carers will be offered a copy of the Behaviour Watch report; if requested the report will be quality assured by either the student’s respective Assistant Headteacher or the Deputy Principal and then provided to parents/carers the same day.

Only staff that have completed Team Teach training will be authorised to carry out a RPI unless in extreme circumstances. All relevant T&L staff are trained at Intermediate Team Teach level.

Having too many members of staff in view during a RPI can contribute to students remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation.

‘Change of face’ is an extremely important tool to use after an episode of RPI as it is very likely that in the initial period after being restrained the student will be very angry with the staff member/s who carried out the RPI. Therefore a ‘change of face’ to members of staff not involved in the RPI may help the student to regulate.

Team-Teach techniques seek to avoid injury to the student but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of

professional technique, but a regrettable and infrequent side effect of ensuring that the student remains safe.

Additionally, due to the nature of the behaviours displayed by some students, there will be times when staff members receive minor injuries themselves. Any injuries that occur to students or staff during a RPI or episode of challenging behaviour by a student must be recorded on both Behaviour Watch and on Evolve, our accident reporting system.

After each occurrence of an RPI, a debrief meeting will be convened and chaired by either the Deputy Principal or Assistant Headteacher for Nurture and Behaviour for Learning. The purpose of this meeting is to reflect on the incident as a whole and to try and determine what could have been done differently so that the point of needing a RPI was avoided. This will then inform future practice and the student's Zones of Regulation Support Plan will be updated accordingly. The debrief meeting will also be used to carry out emotional check-ins with staff given the nature of RPIs

Help Protocol

If class staff believe that a student's behaviour has escalated to the point that the staff within their class are unable to manage the situation, then they should seek additional support from other classes within their department or nearby staff. Classes can be contacted on the following radio channels:

Channel 3 - Experience: Ho-Yen, Seuss, Rowling
Channel 5 - Foundation: Oxenbury, Andreae, Rosen, Hargreaves, Donaldson, Browne, King-Smith, Child, Jeffers
Channel 8 - Engage: Handler, Dahl, Ahlberg, Tan
Channel 9 - Enquire: Fletcher, Pratchett, Carroll, Murphy, Milligan, Reynolds
Channel 11 - Explore: Blume, Dunbar, Morpurgo, Mian, Zephaniah, Hughes
Channel 12 - Link
Channel 13 - Leadership
Channel 14 - Post 16: Tolkien, Andersen, Blackman, Freedman, Lee
Channel 15 - Facilities
Channel 16 - Reception

Staff debriefs

Being involved in managing significant behaviour, particularly when there is a RPI, can be a difficult experience for a member of staff on both a physical and emotional level; therefore, it is imperative that staff members are provided with adequate support from within their teams after any behaviour incident.

Where possible staff members should be offered a short 'time-out' so that they have an opportunity to gather themselves and reflect upon the situation before returning to the classroom.

Staff are welcome to discuss any concerns or feelings they have with a member of the Leadership Team if they have been negatively affected by a behaviour incident.

Regulation Safe Spaces

Around the school, we have various spaces that are designated Regulation Safe Spaces. These are areas where students can take themselves to independently or be encouraged to go to by staff, when they are seeking a quiet area to process their emotions. These areas will include regulatory resources such as peanut balls, soft play equipment and blankets.

Some of the areas are open plan whereas others have a closable door. For the safety of the student, they need to have staff oversight if they are using a space and want the door to be closed.

Wellbeing Support

Some students will at times require additional support, above what is available from class staff, to help them in maintaining consistently positive behaviour. To provide this support, we have a Wellbeing Support Hub that class staff can refer to (with parent/carer consent) and this covers areas such as:

-Emotional Therapy
-Family Work
-Positive Behaviour Support
-Attendance
-CAMHS referrals
-Education Psychology referrals.

The referrals to the Wellbeing Support Hub will be triaged on a weekly basis by the Wellbeing Team that consists of Deputy Principal, Assistant Headteacher for Nurture and Behaviour for Learning, Assistant Headteacher for Therapies and Medical Care, Family Support and Attendance Worker, and the School Counsellor. The link for the referral is:

https://forms.office.com/Pages/ResponsePage.aspx?id=KsmRcR9BQ0e5J9VQwPSMlB2QjptuyHdAkXux5197se5UNE03N0dLU05RSlFZNzJIQjQwVTg0QlhWTC4u

Absconding

If a student is missing (not seen by any staff) a member of the Leadership Team (Radio Channel 13) must be notified immediately. An extensive search of all buildings and school grounds should be made by the class team with support if needed from facilities and the Leadership Team. If they remain unaccounted for, the protocol below will be followed:

1. Time and place of the last sighting of the student to be established
2. If more than 30 minutes since the last sighting, the Head Teacher to be notified with a view of calling the Police to report MISPER (missing person)
3. Reception staff to prepare the photos for Police if required
4. Parents/carers are informed if the Police are called
5. Upon return of student, parents/carers/Social Care are to be contacted to inform as required
6. Incident to be discussed at earliest opportunity with student, their family and staff
7. Zones of Regulation Support Plan to be updated to highlight the risk of absconding.

If a student is on site and threatening to abscond beyond the first gate (closest to the Invictus building) then the following process will be followed:

1. At the point they are trying to pass through the first gate, a member of Leadership must be contacted. Depending on the individual student and the risk absconding would pose to them (based on their age, known behaviours, cognition, and danger awareness) the member of Leadership will make the decision as to whether a RPI is required to prevent them absconding or whether there is less risk in allowing the student to leave the site but with staff monitoring.
2. If the decision is made to allow the student to leave with staff monitoring, staff will follow the student only as far as the second gate (closest to Cannon Lane). Staff will continue to monitor the student for a maximum of one hour and during this time will encourage the student to return back on site past the first gate. If one hour has passed and the student has not returned inside past the first gate then, under the direction of the Head Teacher, parents/carers will be contacted and requested to collect the student under the category of a Fixed-Term suspension.
3. If at any point during the one-hour monitoring period, the student goes out of sight from the staff that are monitoring them, a five-minute countdown begins. If they remain out of sight for the full five-minute countdown then the student will be reported to Police as a 'missing person'.
4. Any episodes of the above will trigger a review of the student's Zones of Regulation Support Plan.

Bullying and Child on Child Abuse

We are an inclusive school; all forms of bullying, abuse and the victimisation of others is not accepted at Manor Green School.

When a student shows bullying behaviours towards others, this will be challenged and this behaviour will be addressed via the student's Zones of Regulation Support Plan, which will include any supportive measures the perpetrator requires.

The victim(s) will be offered every support to overcome the stress and trauma caused by the aggressor. Parents of both the perpetrator and the victim will be informed of incidents and actions taken.

A log of incidents and outcomes will be made for analysis of effectiveness of action taken. If bullying becomes persistent we will follow guidance in the Safeguarding Policy about Child on Child abuse and follow the general principles relating to this as set out in Keeping Children Safe In Education 2026.

Not all students may understand that the way they are being treated by others constitutes bullying or abuse and this may relate to in-person contact as well as interactions on-line. Therefore, our PSHE curriculum will be differentiated across our different departments to support our students in being able to identify possible bullying or abuse, immediate actions they can take and who to report to if

this is occurring.

Conducting Searches

Manor Green School follows advice on conducting searches as per the Department of Education 2022 Guidance 'Searching, Screening and Confiscation'.
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

School staff can search a student for any item should the student consent. If consent is not given then the Headteacher and staff authorised by them have a statutory power to search students or their possessions where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco/e- cigarettes, fireworks, pornographic images, and any article that the member of staff suspects has been used to commit an offence, or is likely to be used to commit an offence, damage to property or injury to a person.

School staff can seize any prohibited item found as a result of the search. Depending on the item and the context of the situation, the school may have to report the item to the Police.

Students leaving classes during lessons

At times, students may ask to leave class during lesson times in order to emotionally regulate themselves. Where appropriate, this will be supported by class teams and an agreed place for the student to go (where staff can monitor) and duration of time they can go for will need to be included in the student's Zones of Regulation Support Plan. However, if a student chooses to leave this designated area then a member of the class team will be required to supervise this student until they return to class or their designated 'time out' area.

Mobile Phones

Students are allowed to bring mobile phones into school as many of our students will use them during their travel to and from school. However, once school starts all phones must be handed in to class staff and will be locked away in a secure location until the end of the school day.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the School Bus Compliance Manager
- the Staff Handbook
- meetings with parents
- school events
- meetings with school staff
- communications with home
- Head Teacher's reports
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. As it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the effectiveness of the policy

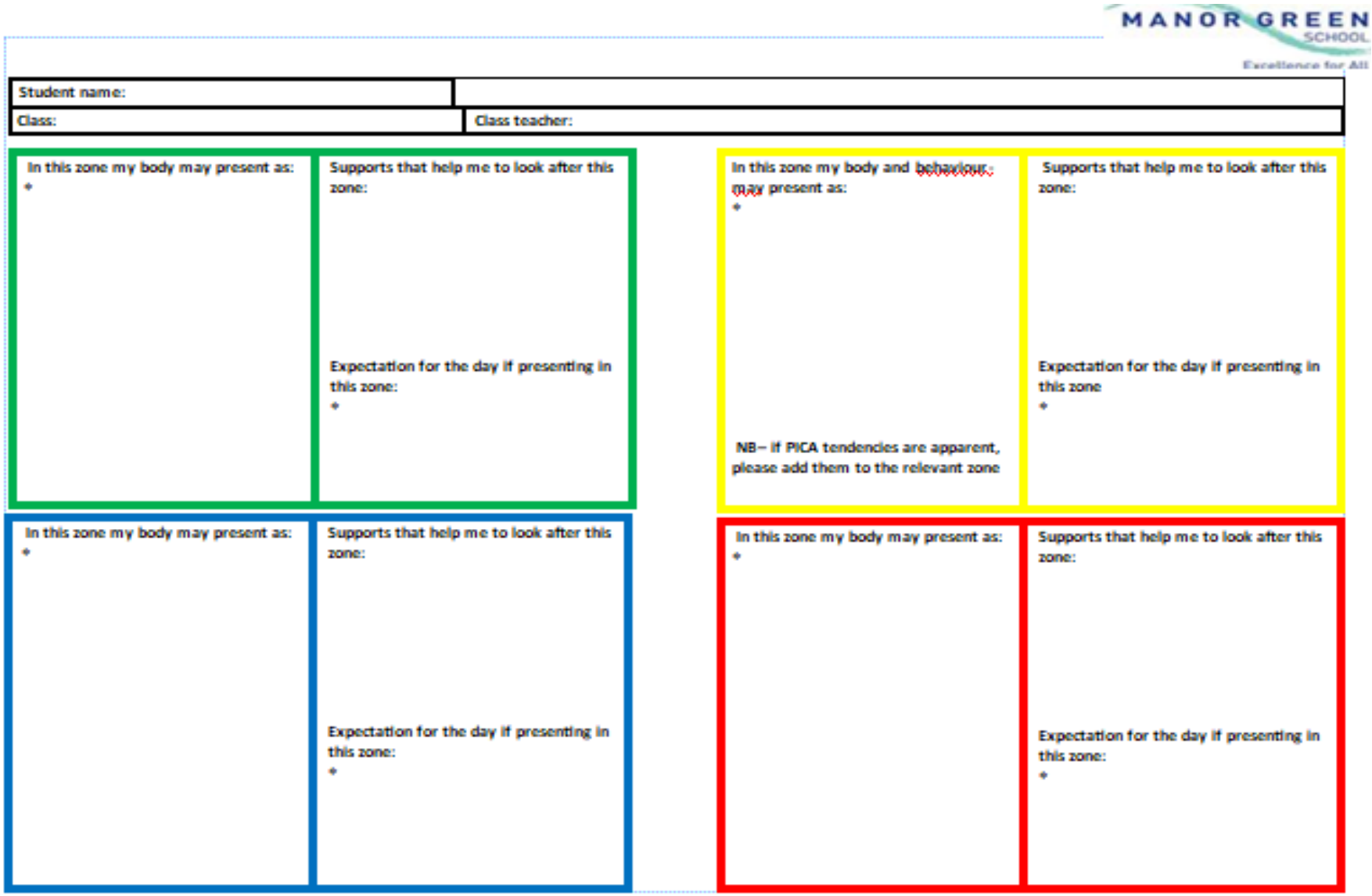
This procedure shall be subject to annual review.

The Governing Board last approved this policy on date: 22nd October 2026

Signed: Colin Hayfield, Chair of Governors

Signed: Helen Hannam, Head Teacher

Appendix One



Student name:	
Class:	Class teacher:

In this zone my body may present as: •	Supports that help me to look after this zone: Expectation for the day if presenting in this zone: •

In this zone my body and behaviour may present as: • NB– if PICA tendencies are apparent, please add them to the relevant zone	Supports that help me to look after this zone: Expectation for the day if presenting in this zone •

In this zone my body may present as: •	Supports that help me to look after this zone: Expectation for the day if presenting in this zone: •

In this zone my body may present as: •	Supports that help me to look after this zone: Expectation for the day if presenting in this zone: •

Appendix Two

Criteria for Reporting on Behaviour Watch

PHYSICAL- When any **RESTRICTIVE PHYSICAL INTERVENTION (RPI)** has been used and intent of the use is to achieve control of a situation in order to ensure student and staff safety. This should be a **LAST RESORT**.

CHALLENGING- When the behaviour does not involve **RPI** but includes behaviours such as, but not limited to,

- hurting themselves or others (but the incident didn't result in a RPI),
- damage to property,
- threatening behaviour,
- leaving site without permission,
- or any racial abuse.

Description box – On a **CHALLENGING** slip there is a description box. You **MUST** ensure that a description of the behaviours is recorded here; ticking the behaviour boxes alone does not give enough detail around the incident.

Low level physical intervention box – On a **CHALLENGING** slip there is a low-level physical intervention box. This should be ticked is you use any supports to **remove yourself** from a student or **guide them away** using caring c guides/escorts and hair and clothing disengagements

The decision to report on any other behaviours that challenge will be down to your ***professional judgement*** but the general rule is to report anything above their **baseline behaviours**. Please take into consideration student's sensory needs when deciding on whether the behaviour is reportable.

If an **injury or near miss** occurs to staff or students this must be reported on **EVOLVE**.

Writing a report

1. ***What should be included:***

   The report should state briefly but concisely what factually happened.

   Think about the **SIX STAGES OF CRISIS** when writing your report:
   - What were the triggers/expectation of the student leading up to the behaviours?
   - What supports were used to facilitate de-escalation? Were they successful or unsuccessful – why?
   - What support was provided – Low level physical or RPI? (see definitions above)
   - What happened after? How did the student present? What was their recovery? Did they go back onto timetable etc.

2. **Things you need to remember**:
   - Names of the students/staff involved (these should be first and last name followed by capital initials);
   - The date, time and location of the incident.
   - If an RPI was used, the justification for this explaining how the RPI was reasonable, proportionate and necessary
   - How long the incident lasted.

3. **When should a report be completed?**
   The report should be completed as soon as everyone has recovered and are in a calm state of mind to

do so. The reportshould be completed within 24 hours of the incident occurring (in exceptional circumstances where this timescale can't be achieved, please notify Josie Glover, Assistant Headteacher - Nurture and Behaviour for Learning or Warren Griffiths, Deputy Principal)

4. **Other points:**

- This is a confidential document which may be shared with parents, external professionals, and in some cases, legal proceedings. Therefore, please use **full names** in the first instance and either **initials** or **first name** from then on;
- The information included in the report should only be relevant to the student(s) involved in the incident; CC andinform the staff involved/witnessed the incident;
- Please ensure you have ticked all relevant boxes;
- If more than one person has to edit, finish or add to the report, please inform them directly allowing time withinthat 24 hours;
- It is important to use **your own** Behaviour Watch login when writing or editing a report.

5. **Supportive hold words to use:**

Prompt, Guide, Escort, Hold, Support, Secure, Time-out, Draw Towards, Ease Away, Help Hug

If you are unsure or have any questions, please feel free to ask Josie Glover or Warren Griffiths