

Greig City Academy



Behaviour Policy

October 2024

“Show by a good life that your works are done by gentleness
born of wisdom.”

James 3:13

This policy was approved by the Governing Body on October 15, 2024, and it will be reviewed annually.

The policy is published on the Academy’s website www.greigcityacademy.co.uk and is available on request to the Exec. PA and HR Manager, V. Oxley, in the following formats: e-mail, enlarged print version, others by arrangement.

Greig City Academy Behaviour Policy

1. Legal framework

- 1.1 This policy has regard to guidance from the Department for Education (DfE) on:
- i. Behaviour and discipline in schools
 - ii. Searching, screening and confiscation at school
 - iii. Use of reasonable force in schools
 - iv. Supporting students with medical conditions at school
 - v. Special Educational Needs and Disability (SEND) code of practice DfE, 2015
 - vi. Publication of the behaviour policy and anti-bullying procedures online
- 1.2 The Governing Body is required by Section 88(2) of the Education and Inspections Act 2006 to establish principles which guide the Principal and staff in determining measures to promote good behaviour.
- 1.3 The Governing Body has a duty under section 175 of the Education Act 2002 to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and in respect of its general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- 1.4 The Governing Body and the Principal must, by law, have regard to DfE guidance when making decisions on suspensions and exclusions and administering the exclusion procedure. This policy has been written having regard to the current guidance on exclusions¹. The guidance is not exhaustive and judgments will need to take account of the circumstances of individual cases.

2. Principles

- 2.1 The Academy is committed in policy and practice to respecting and celebrating the differences between students and developing positive relationships based on Christian values. The Governing Body believes that the aims of the Academy will be achieved only if clear rules and standards are set which students understand and judge to be reasonable. The Academy's behaviour policy is intended to create and maintain a culture of inclusion, ownership of and responsibility for one's own behaviour and an environment where students can learn and feel safe in the company of one another.
- 2.2 Working within the tenets of the Christian faith, the Governing Body seeks to create an inclusive, supportive and safe learning environment in the school by:
- i. providing a safe environment in which all students are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face;
 - ii. developing positive relationships based on Christian values where students take responsibility for their actions and understand the need for forgiveness and reconciliation;

¹Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE August 2024

- iii. promoting desired behaviour and discipline within a culture of praise and encouragement in which all students can achieve;
- iv. promoting self-respect, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- v. adopting the principles and practice of restorative justice;
- vi. respecting diversity and ensuring equitable treatment;
- vii. ensuring that vulnerable students such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked-after children receive behavioural support according to their needs;
- viii. ensuring consistency of response to both positive and negative behaviour;
- ix. ensuring specific anti-bullying procedures are in place and followed consistently;
- x. promoting early intervention; and
- xi. encouraging a positive relationship with parents to develop a shared approach which involves them in the implementation of the school's policy and procedures.

3. In partnership with parents

- 3.1 The Academy aims to work in partnership with parents at all times. Parents are expected to support the school in upholding the school rules and creating an orderly climate for learning. They have the right to be informed promptly of any emerging difficulties their children present. They have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion.
- 3.2 On admission to the school all students are required to sign the school's Home School Agreement which can be found in the student planner. Parents who fail to support their child appropriately may be asked to sign a Parenting Contract. In extreme cases the school may apply to the Magistrates' Court for a Parenting Order.

4. Promoting good behaviour

- 4.1 We believe that good behaviour needs to be modelled and taught. In promoting the school's strapline – *"happy and successful young people ready for the future"* – we stress four core values:

Character Independence Progress Community

Appendix 1 spells out the traits and qualities that we believe best exemplify these values. Students are rewarded when they demonstrate these positive behaviour traits. Similarly, if students do not demonstrate these traits, appropriate sanctions will be applied.

- 4.2 All staff have access to a range of CPD opportunities to develop their behaviour management strategies and skills. Suggested strategies for promoting positive behaviour are regularly reviewed and discussed. We encourage staff who are experiencing difficulties with individuals or groups of students to discuss and share good practice ideas. We ensure that all supply teachers are provided with a summary of our Behaviour Policy and our anti-bullying procedures as well as recommended strategies for promoting good behaviour.
- 4.3 We ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, tutor time, SEAL etc.) as appropriate. We also ensure that students new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour Policy and the anti-bullying procedures.

5. Rewards and sanctions

- 5.1 The Academy aims to ensure its policies are applied fairly and consistently. To ensure the highest standards in both behaviour and work we will create an ethos of encouragement, using regular praise, congratulation and affirmation to develop students' self-confidence and self-esteem. The Academy's reward system is an important means of achieving this, helping students to realise that responsibility to self and others is valued. At times, however, sanctions will need to be used to respond to undesirable behaviour. In these cases, staff will clarify why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The majority of rewards and sanctions are recorded on Bromcom.

6. Students requiring additional support

- 6.1 The Academy recognises that some students require additional support in order to conform to the expectations of behaviour of the school. Students with additional needs are identified in a variety of ways including:

- testing on entry
- termly and annual assessments
- teacher and parent concerns
- monitoring of behaviour by Heads of Year

- 6.2 Students who require additional support may be:

- offered support from a pastoral leader/senior leader with individual targets which will be regularly monitored; these may be recorded on a Report Card or an Individual Behaviour Plan or a Pastoral Support Programme
- referred to the SENDCo for an assessment of their needs
- referred for a multi-agency assessment
- referred to alternative education provision
- referred to mentoring, group work, anger management support, specialist behaviour support, the Learning Support Centre for individualised support and work.
- given EAL support

- 6.3 The Academy will review all students who are referred for additional support at least half-termly in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with which the school has contact (e.g. CAMHS, Social Care, educational psychologist, specialist behaviour support).

7. Anti-bullying procedures

- 7.1 The Academy is determined that all students should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying, including cyber-bullying, harassment and peer-on-peer abuse. The school's policy on preventing and addressing any of these can be found in our anti-bullying procedures at Appendix 2.

8. Behaviour out of school

8.1 Students are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Students may be subject to disciplinary sanctions if their behaviour, including the use of mobile technology and social media, brings the school into disrepute or has repercussions for the orderly running of the school.

8.2 The Academy cannot be responsible for student behaviour when they are out of school but will endeavour to investigate any incident that is reported to the school. The school will always cooperate with the Police in any investigation of incidents that are thought to involve its students.

9. Use of restraint

9.1 Staff are discouraged from touching students because this can be misinterpreted. However, in accordance with the Education and Skills Act 2006, staff may on occasion need to use reasonable force in order to ensure that students do not:

- hurt themselves
- hurt somebody else
- damage property
- prejudice the good order of the school

9.2 “The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between students or blocking a student’s path, or active physical contact such as leading a student by the arm out of the classroom.” (Keeping children safe in education DfE – updated annually in September.)

9.3 In the event of an incident requiring anything other than a light touch to the upper body an Incident Report Form will always be completed and parents informed. If a student requires restraint parents will always be informed and a full debrief of the student and staff involved will be held.

9.4 We recognise the additional vulnerability of children with SEN or disabilities or with medical conditions in respect of the use of reasonable force. Where students have known behavioural issues, we plan tailored, positive and proactive behaviour support with the aim of reducing the occurrence of challenging behaviour and the need to use reasonable force.

10. Screening and searching

10.1 Staff reserve the right to screen all students for banned objects (see Section 12 below) – this may involve asking students to turn out their bags, searching lockers, using a hand-held wand or arch. The Academy reserves the right to screen mobile phones if there is any suspicion of bullying or anti-social use.

- 10.2 It may occasionally be necessary to search a student. The student's consent to be searched will always be requested. However, the Principal, or any member of staff authorised by the Principal, has the right by law to conduct a search without consent if they have reasonable grounds to believe a student may be carrying:
- knives or weapons, illegal, stolen or prohibited items
 - tobacco, illegal drugs, fireworks, pornographic images
 - any article a member of staff reasonably suspects has been or is likely to be, used to commit an offence, or to cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for
- 10.3 Suspicion may be aroused:
- as a result of a positive screening;
 - because a student is acting suspiciously (e.g. attempting to hide something);
 - as a result of a 'tip off' – by a parent or another student; or
 - because of something said by the student.
- 10.4 Searches will be carried out by senior members of the teaching staff and out of sight of other students. There will always be two members of staff present when a search takes place. Wherever possible, one member of staff will be a middle or senior leader and one member of staff will always be of the same sex as the student. Parents will be notified that a search has taken place.
- 10.5 Students will not be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- 10.6 Throughout the searching students will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- 10.7 If weapons, illegal drugs or potentially harmful substances are found, the student's parents/guardians will be informed (see also Section 11 below).
- 10.8 If a student absconds or becomes aggressive and threatening and there is a concern they may have an illegal substance or weapon on them, the Police will be informed.

11. Confiscation and disposal

- 11.1 Academy staff have the power to confiscate any item which is illegal or banned from school. Items confiscated will be held by the member of staff who has confiscated it or in the Student Information Centre. All confiscations are logged. The **first time** a student has an item confiscated, he or she may reclaim it at 3pm from the member of staff or the Student Information Centre. However, if the item was confiscated after 3pm, it will be returned the following day. The **second time** a student has an item confiscated, he or she must bring a letter from his/her parents asking for the item to be returned. The **third time** a student has an item confiscated, his/her parent must come into school to reclaim the item.

11.2 However, on occasions this process will not be appropriate and in those cases the following principles will apply:

- Illegal items (weapons or substances) will be handed to the Police.
- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum, caffeine or sugar-laden drinks) will be disposed of.

12. Detentions

12.1 Notice of a detention will normally be given and communicated to parents via the student planner or a separate letter, phone call or email. Students will normally be expected to attend a detention on the date and at the time set. However the school will endeavour to respond positively to parents when a request is made *in writing* for a deferment due to a valid, serious commitment (e.g. medical or dental appointment). The Academy reserves the right to give a detention of up to 30 minutes after school without prior notice.

13. Suspensions and Exclusions – see Appendix 3 for procedures

13.1 Definitions

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a student is removed from the school permanently and taken off the school roll.

Off-site direction – when a Governing Body of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.

Managed move – when a student is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

13.2 The Academy recognises that any type of exclusion is a serious matter and has the potential to affect a student’s life chances in a significant way. We are committed to:

- ensuring that every child receives an education in a safe and caring environment.
- ensuring that the exclusions process is applied lawfully, fairly and consistently
- helping governors, staff, parents/carers and students understand the exclusions process
- prevent students from becoming NEET (not in education, employment or training)

13.3 Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- because a student has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- due to a student’s poor academic performance, or
- because the student has not met a specific condition, such as attending a reintegration meeting

13.4 Only the Principal, (or, in the absence of the Principal, the Acting Principal) may suspend/exclude a student.

- 13.5 The Principal and the Governing Body will take account of DfE statutory guidance on exclusions (updated 2024), their statutory duties under the Equality Act (2010), and those in relation to special educational needs (including having regard to the SEND Code of Practice) when administering the exclusion process.
- 13.6 The Academy recognises that nationally the exclusion rates for certain groups of students are consistently higher than average and will therefore consider what types of extra support and/or early intervention may be required to identify and address the needs of students from these groups in order to reduce their risk of exclusion.
- 13.7 As well as having disproportionately high rates of exclusion, there are certain groups of students with additional needs who are particularly vulnerable to the impacts of exclusion, including students with special educational needs and looked after children. Where the Academy has concerns about the risk of exclusion of a child with additional needs, a child with an Education, Health and Care Plan (EHCP) or a looked after child, it will, in partnership with others, consider what additional support or alternative placement may be required.
- 13.8 A decision to suspend a student for **a fixed period** will be taken only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.
- 13.9 A decision to exclude a student **permanently** will be taken only:
- in response to serious breaches of the school's behaviour policy; and
 - if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- 13.10 A permanent exclusion is an acknowledgement that the Academy has exhausted all available strategies for dealing with the student and will normally be used as a last resort. However, in exceptional circumstances, the Principal may judge it appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
- serious actual or threatened violence against a student, member of staff or member of the public
 - sexual abuse or assault
 - supplying an illegal drug
 - carrying an offensive weapon
- These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community.
- 13.11 Students will be excluded only after all the relevant factors have been considered and when the Principal is convinced that there is no alternative.

- 13.12 The Principal will ensure that:
- a thorough investigation has been carried out
 - the evidence has been considered
 - where appropriate, statements have been taken from witnesses
 - the student has had the opportunity to give their version of events.
- 13.13 The nature and period of exclusion will be proportionate having regard to the incident(s) and other circumstances leading to exclusion.
- 13.14 A student may be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one academic year.
- 13.15 Exclusion may be considered either in response to a single significant action or as a consequence of actions, whether related or not, which in themselves may be less significant but which taken as a whole demonstrate a pattern of unacceptable behaviour.
- 13.16 The Academy has the right to make decisions about behaviour taking place on trips, outings, sporting fixtures, or travel/movement in the vicinity of the school. Subject to the requirements of this policy, the Principal, or a member of staff authorised to do so, may exclude students even if the circumstances giving rise to exclusion occur when the student is out of school.
- 13.17 See Appendix 3 regarding the Principal’s ability to cancel an exclusion (DfE 2024).
- 13.18 Appendix 3 sets out the procedures to be followed when considering and determining an exclusion.
- 14. Data**
- 14.1 The Academy collects a range of behaviour data including:
- Exclusions
 - Attendance and punctuality
 - Referrals to in-house support
 - Incidents, rewards and sanctions
- 14.2 Data are analysed at individual student level by Form Tutors, Heads of Year and the SENDCo and are used to inform referrals to school-based interventions, IEPs and referrals to outside agencies.
- 14.3 Data are analysed on a whole school basis by the Assistant Vice Principal with responsibility for behaviour and used to identify ‘hot spots’, monitor trends, consistency and performance against targets and to inform changes in policy and procedure. Data are also monitored to ensure the school meets its statutory duties with regard to the Equality Act.
- 14.4 The school will also use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.
- 14.5 Data are presented to whole staff meetings, SLT meetings and Governors in order to support the evaluation of the impact of the policy.

14.6 Data are shared internally and externally, (e.g. with partner agencies and the DfE) in line with Data Protection 2018 and UK GDPR requirements and DfE guidance.

15. Roles and responsibilities

15.1 All staff play an important role in positive behaviour management and discipline. Form tutors and class teachers will, in the first instance, manage the behaviour of their students. If behaviour continues to be poor, Heads of Faculty and/or senior staff may be required to support the member of staff. Senior leaders within the school will support all staff in ensuring a positive learning environment.

15.2 All staff are responsible for contacting parents and carers where appropriate to inform them of any positive events, concerns or behaviour issues.

15.3 The Principal is responsible for:

- seeking guidance from Governors on the Behaviour Policy
- ensuring directly or through delegation the effective operation of the behaviour policy within statutory guidelines
- using the power to exclude

15.4 Members of SLT are responsible for:

- overall supervision of behaviour
- ensuring the smooth operation and day to day running of the behaviour policy
- organising meetings with Heads of Year to implement appropriate plans for students whose behaviour is a cause for concern

15.5 Heads of Year are responsible for:

- organising Year Assemblies in which the Academy's expectations are made clear and in which the progress and success of students are acknowledged and celebrated
- organising detentions for lateness and poor behaviour outside of the classroom or across different faculties
- liaising with appropriate members the Inclusion team and students' families to provide appropriate support for students whose repeated misbehaviour is a cause for concern
- organising "report" cards in liaison with form tutors

15.6 Heads of Faculty are responsible for:

- organising shadow procedures within their department
- organising a weekly teacher led and faculty detentions
- communicating any positive events or negative concerns to parents and relevant pastoral staff
- supporting staff members who are experiencing difficulties with behaviour management through advice, classroom observation and feedback

15.7 Form Tutors are responsible for:

- ensuring that tutor groups understand the Academy's expectations
- acknowledging and celebrating the successes and achievements of members of their tutor group
- checking uniform and equipment in the morning
- actively engaging with the tutoring programme

- liaising with Heads of Year to support individual students
- taking up lateness issues and other behaviour when requested to by Heads of Year
- monitoring students on report cards at the request of Heads of Year
- analysing weekly attendance, punctuality and behaviour data sent by Heads of Year and taking appropriate action, including logging actions on Bromcom

15.8 Classroom teachers are responsible for:

- displaying and teaching the routines required in their teaching area
- entering positive and negative logs on Bromcom
- ensuring any positive events or negative concerns are communicated with parents via phone, email or meeting
- following the behaviour procedures outlined in the behaviour policy in their classroom

15.9 Support staff are responsible for:

- implementing the behaviour policy both in respect of acknowledging appropriate behaviour and challenging students when they are not following school rules
- discussing concerns with subject teachers or Heads of Year

16. Operational procedures

16.1 All procedures arising from this policy will be developed by the Principal with the staff and with regard to DfE guidance. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. Procedures will be monitored by the Principal to ensure they are consistently and fairly applied.

17. Training

17.1 The Governing Body and Principal will ensure that high quality training on all aspects of behaviour management is provided to support the implementation of this policy.

18. Involvement of outside agencies

18.1 The school will work positively with external agencies, seeking appropriate support from them to ensure that the needs of all students are met. Students needing support from external agencies are identified through the Learning Support Faculty.

19. Review

19.1 The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff, students and parents. The outcome of the review and changes to policy, resolutions and solutions will be incorporated into an amended behaviour policy and communicated to all involved.

What do we mean?

Character

- **Integrity** – Students sticking to good core values, being honest in all situations, knowing right from wrong.
- **Curiosity** – Students will not be too shy to ask questions to gain information and knowledge about a subject, topic or conversation. This must be done in a polite respectful way.
- **Humour** – Students will try to keep a smile on their face, will be able to see the funny side of situations, and not take themselves too seriously. Brighten up other people's day!
- **Empathy** – Students should have the ability and understanding of how another person may feel in a given situation. Being respectful of and sensitive to other's feelings.
- **Resilience** – Students will have the ability to keep going on a given task, not to give in or worry about failure. Always looking to progress yourself. Never, never, never give up!

Independence

- **Organisation** – Students making sure they are fully equipped for their school day. Having all the correct equipment: stationery, uniform, PE kit, books etc.
- **Self-Discipline** – Students being able to manage their own behaviour in all situations. Reacting in the correct manner to staff and peers. Being respectful to visitors and people in the school and community.
- **Initiative** – Students having the ability to think for themselves. Not always waiting for direction from staff and teachers. Asking for the next task, wanting to progress and achieve more.
- **Creativity** – Students should be able to think outside the box, and express themselves through different forms: art, sport, dance etc.
- **Individuality** – Students will all start school from a level playing field and demonstrate their individuality through their conduct, work and attitude.

Respect – Students to respect themselves, others and the community. Demonstrated in all actions and interactions.

What do we mean?

Progress

- **Participation** – Students should take part in all aspects of school life; showing achievement in lessons and representing the school community. Get involved. Make the most of every opportunity! Seize the day!
- **Focus** – Students need to focus on their learning showing self-control and resilience to help with their progress. You should apply yourself, take things seriously. What can you not achieve when you put your mind to it?
- **Excellence** – Students should strive for excellence in everything they do within our school community. Both academically and individually. Aim for the stars! Nothing but the best is good enough.
- **Achievement** – Students should be looking to make as much progress academically and striving to become the best version of themselves. To fulfill your potential and make people proud of you.
- **Employability** – Students will have the desired skills and characteristics that employees will want, for you to get the best jobs possible and be professionally successful.

Community

- **Awareness** – Students need to have an awareness of their own behaviour, attitude and actions. Students need to understand how these are viewed by other people.
- **Responsibility** – Students should show responsibility around the school site, showing self-control to get to school and lessons on time, taking responsibility for their own learning, progress and achievement.
- **Altruism** – Students should act to promote other's welfare and interests. Students should put others' feelings and thoughts at the same level as their own interest.
- **Communication** – Students need to have the ability to communicate with a variety of people. Students need to understand how to address staff and students and how the tone, pitch and loudness of your voice needs to change. Students need to understand the impact that body language can have on an interaction.
- **Ambassador** – All students are ambassadors. This means your attitude, behaviour, language and how you present to someone, - how you dress and speak all represent the school, yourselves and our families. Others will make judgments about us and you based on your actions.

Respect – Students to respect themselves, others and the community. Demonstrated in all actions and interactions.

Appendix 2: Anti-bullying Strategy and Procedures

1. Introduction

At Greig City Academy we aim to provide a safe, caring and friendly climate for learning for all our students to allow them to improve their life chances and help them maximise their potential. We expect students to act safely and feel safe in school. Students need to understand the issues relating to bullying and should feel confident to seek support from school if they feel unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, when they do arise, are dealt with promptly and well. The school is aware of its legal obligations and role within the local community, supporting parents and working with other agencies outside the school where appropriate.

We will:

- promote a culture of mutual respect, consideration and care for others, which will be upheld by all
- set expectations that bullying, violence and harassment of any kind will not be tolerated
- maintain an ethos and culture of reporting bullying. This includes assemblies, tutor activities, Personal Development lessons and activities, and promoting the on-line reporting facility on the website
- openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance-related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- create safe spaces for vulnerable children
- encourage positive relationship with parents to develop a shared approach which involves them in the implementation of the school's behaviour and anti-bullying policies and procedures
- celebrate achievements to help promote a positive school ethos

2. Definitions and effects

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can take many forms and is often motivated by prejudice.

Types of bullying include:

- physical (hitting, kicking, taking or damaging belongings)
- verbal – oral or written (name calling, racist and sexist or remarks/harassment, disability harassment, homophobic or transphobic harassment)
- indirect (spreading rumours, excluding someone from social groups, including exclusion on the grounds of sex, sexual identity, gender identity, race or disability)
- cyber-bullying - sending bullying messages by text, phone calls, video-clips, email; using social networks or websites to spread hurtful rumours or to make unpleasant comments
- bullying linked to gang membership or activity

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous or withdrawn, pretending to be ill, taking unusual absences or clinging to adults. They may retaliate. There may be evidence of changes in work/study patterns, lacking concentration, refusing or truanting from school.

3. Prevention

The Academy's Keeping Safe Programme, a bespoke Mental Health and PHE/RSE curriculum, is a key component of our preventative strategy. Key Stage 3 students have weekly lessons, and one tutor time per week is dedicated to mental health and PHE/RSE. Key Stages 4 and 5 students have weekly tutor-time sessions. In addition, assemblies and drop-down days are held to address specific issues.

The programme covers at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- equality, identity, stereotyping and prejudice
- body confidence and self-esteem
- boundaries and consent
- how to recognise an abusive relationship, including coercive and controlling behaviour
- what constitutes sexual harassment and sexual violence and why these are unacceptable
- online behaviour, including grooming, cyberbullying, trolling and gaming
- the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- social influences and gangs
- homophobic bullying

We expect members of staff to pro-actively gather intelligence about issues between students which might provoke conflict. This information should be sent to the Form Tutor, Assistant Head of Year and Head of Year. The form tutor will send an email to all staff advising that certain students be monitored and separated in lessons. Form tutors check behaviour logs weekly and have relevant conversations with tutees regarding behaviour and conduct.

Cyberbullying

We ensure that students are taught safe ways to use the internet and encourage positive and responsible use of technology, especially mobile phones and social media. Online safety advice will be delivered in assemblies, PD lessons and through the IT curriculum.

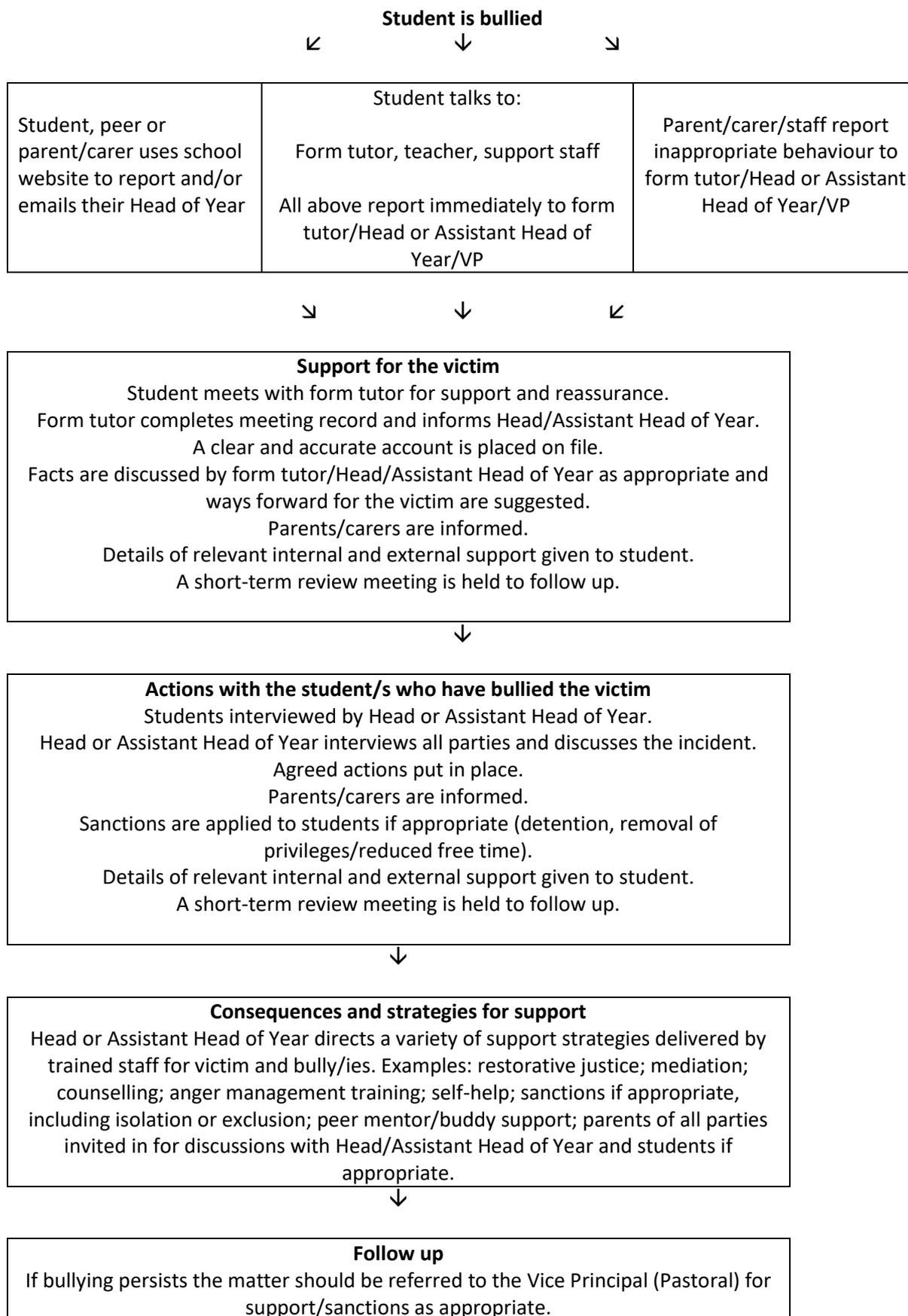
Whilst most incidents of cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

Practice is regularly updated and evaluated to take into account developments in technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

Other whole school preventative work includes:

- New academic year anti-bullying assemblies with tutor time resources to support
- New academic year anti-bullying procedures clarified for staff
- National Anti-bullying Week activities
- Sessions with the school counsellors
- Support from outside agencies, where appropriate
- CCTV
- Staff supervision before and after school, during break and lunch times
- Targeted support for vulnerable students and those with additional needs

4. Intervention



5. Reporting and recording

It is essential to report an accurate account of the incident with details of both the victim and the bully and any follow-up actions/sanctions.

The member of staff dealing with the incident or Head of Year/Assistant Head of Year must record the details on Bromcom either by using the 'bullying' event on student events or recording on a behaviour incident report. If there is concern about a safeguarding issue, a report should be made on MyConcern, following the school's safeguarding and child protection procedures.

6. Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Childline – advice and stories from children who have survived bullying. T: **0800 1111**
W: Childline.org.uk

Bullying online www.bullying.co.uk

Parentline Plus – advice and links for parents.

www.parentlineplus.org.uk
08088002222

CEOP – support and reporting tool for online sexual abuse <https://www.ceop.police.uk/Safety-Centre/>

Kooth - Online emotional wellbeing and mental health support.

<https://student.kooth.com/>

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up, for young people, providing advice around preventing and taking action against cyberbullying.

Chatdanger – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

UK Safer Internet Centre – a website where you can find online safety tips, advice and resources to help children and young people stay safe online <https://www.saferinternet.org.uk/>

Appendix 3: Suspension and Exclusion

1. Introduction

- 1.1 We are committed to following all statutory exclusions procedures fairly and consistently to ensure that every child receives an education in a safe and caring environment.
- 1.2 Our procedures follow DfE guidance on suspensions and exclusions (updated 2024). The types of behaviour that may lead to an exclusion and the responsibilities of all parties are defined in the policy statements in pages 7-9 of the Behaviour Policy. This appendix summarises the procedures that are followed when an exclusion is considered.

2. Definitions

Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a student is removed from the school permanently and taken off the school roll.

Off-site direction – when a governing board of a maintained school requires a student to attend another education setting temporarily, to improve their behaviour.

Managed move – when a student is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

3. Types of Exclusion

- 3.1 Suspension – a fixed term exclusion of fewer than 15 school days in any term.
- 3.2 Suspension – a fixed term exclusion for a period of 15 school days or more in any term or for a series of fixed term periods which when aggregated are 15 school days or more in any one term.
- 3.3 Permanent Exclusion.

4. Procedures

All suspensions/exclusions

- 4.1 A Vice Principal, Assistant Vice Principal, Head of Year or Assistant Head of Year will interview the student. If the nature of the incident is serious then at least two staff members will conduct the interview.
- 4.2 The student will be questioned fairly and given ample opportunity to respond. The student will provide a written statement of what happened. Students with special educational needs or English language needs will be given appropriate support to prepare this record if necessary.
- 4.3 Only **The Principal (or Acting Principal)** can suspend or permanently exclude a student from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Principal will only use permanent exclusion as a last resort.

Deciding whether to suspend or exclude

4.4 The Principal will:

- consider the relevant facts and evidence to support the allegations, taking into account the Academy's behaviour policy, equal opportunities and bullying policies
- check whether an incident may have been provoked by racial, sexual or disability harassment
- ensure all students involved, including those with learning or developmental difficulties, have the opportunity to give their version of events
- consult, as appropriate, other staff or agencies except where they may be involved in any review of the exclusion
- ensure time has been given to addressing and supporting the student's individual needs within the capabilities of the Academy
- consider whether all alternative solutions have been explored, such as: **for suspensions** - detentions or other sanctions provided for in the behaviour policy; **for exclusions** - off-site direction or managed moves

4.5 A decision to suspend a student will be taken only:

- in accordance with the school's behaviour policy
- to provide a clear signal of what is unacceptable behaviour
- to show a student that their current behaviour is putting them at risk of permanent exclusion

4.6 Where suspensions have become a regular occurrence, the Principal will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

4.7 A decision to permanently exclude a student will be taken only:

- in response to serious or persistent breaches of the school's behaviour policy, **and**
- if allowing the student to remain in school would seriously harm the education or welfare of others

4.8 If a suspension is determined, the Principal will aim for the shortest possible period of exclusion but, however brief the period, an exclusion plan will be made to enable the student to continue their education, to use the time to address the student's problems and to decide on the process of reintegration.

Informing parents/carers

4.9 The Principal will notify the parent(s) immediately in person or by telephone without delay, followed by a letter. An exclusion will normally begin on the next Academy day.

4.10 Letters about suspensions and permanent exclusions will explain:

- why the decision was made to suspend/permanently exclude the student and the steps taken to try to avoid exclusion

- arrangements for enabling the student to continue their education, including setting and marking the student's work
- the right of the parent(s) to state their case to the Governing Body's Exclusions Committee
- who the parent(s) should contact if they wish to state their case
- how their representations should be made
- the latest date the parents may put a written statement to the Exclusions Committee
- any circumstances where there is a legal requirement for the Governing Body to hold a meeting to consider the reinstatement of a students, and that parents/carers/the student have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- that parents/carers/the student has the right to request that the meetings be held remotely, and how and to whom they should make this request
- the right of the parent(s) to see and have a copy of their child's record
- if the exclusion is for a fixed period, the length of the exclusion and the date and time the student should return to the Academy
- if the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.

4.11 Parents/carers will be informed that, for the first five school days of a suspension (or until the start date of any alternative provision or the end of the suspension, where this is earlier), they are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

4.12 If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the student needs in order to identify the person they should report to on the first day

4.13 Where the parents of an excluded student do not speak, or have a good understanding of, English, correspondence and documentation relating to the exclusion will be translated into their mother tongue and/or an interpreter will be made available. Arrangements for disabled parents will be made, as appropriate.

Informing the Governing Body

- 4.14 The Principal will, without delay, notify the Governing Body of:
- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a student
 - Any suspension that would result in the student being suspended for a total of more than 5 school days (or more than 10 lunchtimes) in a term
 - Any suspension or permanent exclusion that would result in the student missing a National Curriculum test or public exam
 - Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

- 4.15 The Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
 - The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- 4.16 For a permanent exclusion, if the student lives outside the LA in which the school is located, the Principal will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.
- 4.17 The Principal must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the student's social worker and/or virtual school head (VSH)

- 4.18 If a
- **Student with a social worker** is at risk of suspension or permanent exclusion, the Principal will inform **the social worker** as early as possible
 - **Student who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Principal will inform **the VSH** as early as possible
- 4.19 This is in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.
- 4.20 If the Principal decides to suspend or permanently exclude a student with a social worker/a student who is looked after, they will inform the student's social worker/the VSH, as appropriate, without delay, that:
- they have decided to suspend or permanently exclude the student
 - the reason(s) for the decision
 - the length of the suspension or, for a permanent exclusion, the fact that it is permanent
 - the suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)

- they have decided to cancel a suspension or permanent exclusion, and why (where relevant)

4.21 The social worker/VSH will be invited to any meeting of the Governing Body/Exclusion Committee about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the student's welfare are taken into account.

Providing education during the first 5 days of an exclusion

4.22 During the first 5 days of a suspension, if the student is not attending alternative (AP) provision, the Principal will take steps to ensure that achievable and accessible work is set and marked for the student. Online pathways may be used for this. If the student has a special educational need or disability, the Principal will make sure that reasonable adjustments are made to the provision where necessary.

4.23 If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this is not possible, the school will take reasonable steps to set and mark work for the student, including the use of online pathways.

Cancelling suspensions and permanent exclusions

4.24 The Principal may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- the parents/carers, the Governing Body and LA will be notified without delay
- where relevant, any social worker and VSH will be notified without delay
- the notification must provide the reason for the cancellation
- the Governing Body's duty to hold a meeting and consider reinstatement ceases
- parents/carers will be offered the opportunity to meet with the Principal to discuss the cancellation, which will be arranged without delay
- the student will be allowed back in school without delay

4.25 Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

4.26 A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect

5. **A parent's/carer's right to state their case to governors**

Suspensions up to 5 days in any one term

- 5.1 Parents whose child has received an exclusion(s) amounting to no more than 5 days in any one term may ask the Governing Body's Exclusions Committee to undertake a review. The request should be made in writing and should set out the question(s) they wish the Exclusions Committee to consider. Appropriate support will be given where required. The Exclusions Committee will consider the written submission and should normally respond in writing within 14 days. Governors are not required to arrange a meeting with the parent/carer. If the parents do not make a request, governors are not required to meet. Governors do not have the power to reinstate the student nor may they require the record of exclusion be deleted. However, they may put a note of their views on the student's record.

Suspensions between 5.5 and 15 days in any one term

- 5.2 **If parents wish to state their case**, the Principal will inform the Chair of the Exclusions Committee of the suspension(s) and governors must meet within 50 school days to consider whether the student should be reinstated. Parents and the student may attend the meeting to state their case and may be accompanied by a representative.
- 5.3 The timing of the meeting may not affect the actual exclusion, as the student is likely to have completed their exclusion prior to the Committee considering reinstatement. However, if the Committee did decide to overturn the suspension and direct reinstatement, a record to this effect could be added to the student's school records.
- 5.4 The Committee's decision on suspensions is final.
- 5.5 NB. In the absence of any representations from the parents, the Committee is not required to meet and cannot direct the reinstatement of the student.

Suspensions of more than 15 days in any one term and permanent exclusions

- 5.6 The Principal will inform the Chair of the Exclusions Committee of the suspensions/exclusion.
- 5.7 The Clerk to the Committee will:
- i. set up a meeting of the Exclusions Committee between the 6th and 15th Academy days after the Principal has given notice;
 - ii. invite the parent(s) to the meeting at a time and place convenient to all parties as far as possible. The parent(s) may be accompanied by a friend or a representative at their request;
 - iii. ask for written statements in advance of the meeting and circulate statements plus a list of those who will be present at the meeting.

- 5.8 Unless there are strong reasons to refuse, the Chair of the Committee will allow the excluded student to attend and present his/her case if the parent or student asks for this. However, the parent formally remains the appellant unless the student is aged 18 or over.
- 5.9 The other parties to the meeting will be:
- The Principal
 - The student’s social worker if they have one
 - The VSH if the student is looked after
 - The Clerk to the Committee
 - A minute taker
- 5.10 Governing Body meetings can be held remotely at the request of parents/carers, or students if they are 18 or older.
- 5.11 The Exclusions Committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.
- 5.12 The Exclusions Committee can either:
- decline to reinstate the student, or
 - direct the reinstatement of the student immediately, or on a particular date
- 5.13 In reaching a decision, the Committee will consider:
- whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
 - whether the Principal followed their legal duties
 - the welfare and safeguarding of the student and their peers
 - any evidence that was presented to the Governing Body
 - whether or not a given matter is true ‘on the balance of probabilities’
- 5.14 Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the student’s educational record, and copies of relevant papers will be kept with this record.
- 5.15 The Exclusions Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:
- The parents/carers
 - The Principal
 - The student’s social worker, if they have one
 - The VSH, if the student is looked after
 - The local authority
 - The student’s home authority, if it differs from the school’s

- 5.16 Where an exclusion is permanent and the Exclusions Committee has decided not to reinstate the student, the notification of decision will also include the following:
- The fact that it is a permanent exclusion
 - Notice of parents/carers’ right to ask for the decision to be reviewed by an independent review panel
 - The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Governing Body's decision is given to parents/carers)
 - The name and address to which an application for a review and any written evidence should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student’s special educational needs (SEN) are considered to be relevant to the permanent exclusion
 - That, regardless of whether the excluded student has recognised SEN, parents/carers have a right to require the Academy to appoint an SEN expert to advise the review panel
 - Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
 - That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
 - That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place
- 5.18 If the Committee upholds a decision to exclude a student permanently it will notify the relevant local authority in writing within three Academy days of the hearing.
- 5.19 A note on the Committee’s views and decision, where relevant, will be placed on the student’s record with a copy of the Principal’s exclusion letter.
- 5.20 The Committee’s decision on fixed term exclusions is final. When the Committee upholds a decision to exclude a student permanently, parents have a right to apply for a review of the decision by an Independent Review Panel. The Committee will write to the parents to advise them of this right and the procedure for making an appeal.
- 5.20 Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, the Exclusions Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the chair of the Governing Body (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

6. Independent Review Panel (IRP) on permanent exclusions

- 6.1 Parents must lodge a request for a review of a Governing Body decision on a permanent exclusion within 15 Academy days of receiving notice of the decision. The request must be in writing and must set out the grounds for a review being held.
- 6.2 An Independent Review Panel will be convened at a place other than the Academy and will comprise three independent panel members plus a clerk appointed by the Governing Body. The Panel will meet within 15 days of notice of the request for a review.
- 6.3 IRP meetings can be held remotely at the request of parents/carers, or students if they are 18 or older.
- 6.4 The parent(s) will attend and present their case and may be represented by a legal or other representative. The Principal will make an oral presentation. A nominated member of the Exclusions Committee may make an oral representation and this committee may be represented by a legal representative. The Principal and Governing Body may also make written representations. The student, if s/he or his/her parents so request will be able to attend and speak on his/her behalf, unless there is good reason to refuse.
- 6.5 The Panel may request but not compel witnesses to attend or provide written statements.
- 6.6 If any of the parties intend to raise matters or produce documents not covered by the statement of decision or notice of appeal, these should be submitted to the clerk in good time before the hearing. If substantial new issues are raised for the first time at the hearing, an adjournment may be necessary.
- 6.7 Following its review, the independent panel will decide to do one of the following:
 - Uphold the Governing Body's decision
 - Recommend that the Governing Body reconsiders reinstatement
 - Quash the Governing Body's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)
- 6.8 The decision of the Review Panel is binding on all parties. The Panel will communicate its decision to all parties by the end of the second Academy day after the hearing.
- 6.9 If the Review Panel upholds the permanent exclusion, the clerk will immediately notify the student's local authority about arrangements for the student's continued education. The student's name will be removed from the Academy roll the day following a decision to uphold the exclusion.

6.10 If the Review Panel recommends or directs² the Governing Body to reconsider its decision, the Governing Body Exclusion Committee and Principal will consider the request/direction and make appropriate arrangements.

6.11 Details of an exclusion may not be deleted from the student record, where an exclusion is a matter of fact, but the Governing Body must comply with any parental request to append their review statement to the record.

7. Removing a permanently excluded student from the school register

7.1 A student's name will be removed from the school register if:

- no application has been made for an IRP and 15 school days have passed or
- parents have stated in writing that they do not wish to make an application for an IRP

7.2 Where an application for an IRP has been made, the Governing Body will wait until that review process has fully completed before removing a student's name from the register.

7.3 Where a student's name is to be removed from the school admissions register because of a permanent exclusion, the school will make an immediate return to the LA. The return will include:

- The student's full name
- The full name and address of any parent/carer with whom the student normally resides
- At least one telephone number at which any parent/carer with whom the student normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- If the parents/carers have told the Academy the student is moving to another school, details of the new school

² A direction to reconsider is limited to circumstances where a panel decides that the school has acted illegally, irrationally or where there are significant flaws in procedure.