

Behaviour and Discipline Policy



Believe, Succeed, Together

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1.0 Behaviour and Discipline Policy

Pupils are required to behave sensibly, be polite, punctual, work diligently and comply with all rules pertaining to their conduct.

The Academy's Behaviour Discipline Policy requires its teachers to ensure that the Academy is an orderly and safe environment where pupils comply with all rules at all times.

1.1 Sanctions

1.11 Detentions

Teachers have a **statutory power** to discipline pupils under the **Education Act 2011**.

The most common sanction is that of a detention.

- Detentions may be issued at break, lunch and/or afterschool.
- In terms of afterschool detentions, the **Education Act 2011** has removed the requirement to provide 24 hours' notice. Where parents cannot be contacted on the day the detention is issued, it will be deferred to the following day.
- During detentions, pupils complete academic work and/or may be required to undertake community work.

1.12 Exclusions

Exclusion is generally, but not exclusively, the final sanction. Pupils failing to comply with other sanctions, disrupting the education of others or the function of the Academy (or other gross misconduct) will be subject to exclusion. Where a pupil is excluded or truants from school, the pupil will be required to make up the time in detentions.

The Behaviour and Discipline Policy (and associated pupil management policies) apply to all of a pupil's activity that is associated with the Academy. Consequently, the Academy will take action against a pupil where their behaviour reflects poorly upon the Academy and/or affects others associated with the Academy (particularly other pupils), even when that behaviour takes place outside the confines of the Academy or outside the normal school day. For behaviour outside school, but not on school business, the Academy may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils' behaviour in the immediate vicinity of the Academy and/or on a journey to or from school can also be grounds for exclusion.

There are two forms of exclusion:

1. Temporary – Fixed Term: This is in response to gross misconduct that threatens and/or undermines the maintenance of discipline and/or the welfare of others within the Academy. The fixed term exclusion delineates the unacceptability of the behaviour to the perpetrator, parents and others within the school community. It allows time to pass and issues to be considered by all parties. In the case of a fixed-term exclusion, the Principal judges that the pupil can be safely readmitted to the Academy without posing a serious threat to the welfare of others.

2. Permanent: This is in response to serious or persistent breaches of the Academy’s Behaviour and Discipline Policy and, if allowing the pupil to remain in school, would be detrimental to the education or welfare of the pupil or others in the school.

Refer to the DfE guidance: <https://www.gov.uk/government/publications/school-exclusion>

It should be noted that no member of staff, other than the Principal, can exclude a pupil from the Academy.

When a pupil returns from a fixed term exclusion, both the parent and pupil are invited a re-integration meeting (usually on the morning of the exclusion return). Whilst the latter is not mandatory, it does offer an opportunity to discuss the incident that led to exclusion and offer a forum for all parties to contribute.

After the reintegration meeting, the pupil is directed into pastoral supervision (refer to Section 10.07). The duration of pastoral supervision is largely governed by the number of days for which a pupil was excluded (refer to the table below).

Number of Days Excluded	Minimum Number of Days in Pastoral Supervision
1	1
2	2
3	3
4	4
5	5

However, where a pupil is subject to frequent fixed term exclusions (for definition purposes ‘frequent’ means that a pupil has been excluded more than once in a three week period) the length of pastoral supervision is protracted. The length of protraction is usually at least double that prescribed in the table.

Example: Pupil A is excluded for 1 day. When he returns, he remains in pastoral supervision for a minimum of 1 day. During the following week he is again excluded for 1 day. When he returns, he remains in pastoral supervision for a minimum of 2 days. Two weeks later he is excluded for 2 days. When he returns, he remains in pastoral supervision for a minimum of 4 days.

The length of pastoral supervision is not simply conditional on the duration and frequency of fixed term exclusions. It is also dependent on the compliancy levels of the pupil. If compliancy, in any reasonable regard, is not forthcoming, the length of pastoral supervision remains indefinite.

Upon returning to normal lessons, a pupil will be issued with a White Report for a minimum period of three weeks (refer to Section 10.05) and is required to see their HoH after every lesson. If a pupil attains less than a grade 2 in a lesson, they are immediately withdrawn back into pastoral supervision for the remainder of the day.

1.2 Student Voice

A second aspect of discipline is the involvement of the pupils in the activities of the Academy.

The Academy is firmly committed to involving pupils in the leadership and development of the school. To this end, the Academy has a Student Leadership Team, including a Head Boy, Head Girl, Deputy Head Boy, Deputy Head Girl and Senior Prefects who are appointed through a rigorous application and interview process.

The Academy has a well-established Prefect System which reflects our policy of giving children responsibility. This system involves staff and pupils working together and encourages the development of initiative, reliability and maturity. In this way, the Prefects are given an important role in the Academy and provide a strong support network for the younger pupils.

In addition to Prefects, each form group has a Form Captain who meets regularly with the Student Leadership Team to discuss and work on identified issues and/or projects.

1.3 Reward System

This is detailed in a separate policy – refer to the Academy’s Celebrating Success Policy.

2.0 Academy Rules

Rules exist to help create an atmosphere in which the Academy is best able to provide an education befitting of the pupils. Some need to be stated, as in any institution, for reasons of effective administration, discipline and safety; others may not be stated, but are equally necessary so that people are able to operate together with mutual respect and understanding. It is with this in mind that the following should be noted:

- Pupils are expected to behave with courtesy and respect at all times.
- The Academy uniform, as described, will be worn. Extremes of fashion or hairstyle are **not** acceptable.
- Movement around the buildings must be controlled, orderly and quiet.
- All members of the Academy must lay great importance on attendance and punctuality.
- Pupils may not leave the premises, at any time, without permission from a designated member of staff.
- Pupils should not bring into school any items of equipment which are not required for their education.
- Any damage caused to Academy property will have to be paid for i.e. the Academy will expect to be recompensed.
- At all times pupils should behave in a manner considerate of the welfare and wellbeing of other members of the school community.

3.0 Code of Conduct

The Academy's first aim is to produce a fair and just society in which the rules of behaviour are clearly communicated through staff to pupils. These are to be uniformly enforced within the school environment, so that pupils have a sense of security relating to the boundaries of acceptable behaviour, and what is fundamentally right and wrong within school society.

In order for the maintenance of good order and discipline, pupils need a Code of Conduct which is clearly detailed in their Planner and uniformly enforced by staff throughout the school day. This Code of Conduct must be adhered to by all pupils and embraces a central theme in which courtesy and consideration are given to others at all times.

This details pertaining to the Code of Conduct is as follows:

1. You always speak politely to other people and act with courtesy and consideration at all times. There is certainly no excuse for rudeness, disrespect or insolence towards staff.
2. You do not act in a reckless way that would endanger the welfare or well-being of others.
3. You follow any reasonable instruction or request from a member of staff without argument or protestation.
4. You accept responsibility for your actions.
5. You act as a responsible citizen and report any incidents that affect the school environment or endanger the welfare or well-being of others.
6. You contribute positively to the teaching and learning process in the classroom.
7. You move sensibly and quietly around the school.
8. You keep the school clean and tidy. To this end, the following must be adhered to:
 - No chewing gum is allowed anywhere inside the school buildings.
 - No eating or drinking in the corridors or classrooms.
 - Litter must be placed in the rubbish bins.
9. Whilst out of school, walking alone or with a small group, you must always remember that the Academy's reputation depends on the way you look and behave. If you are in your school uniform, you are still representing the Academy and your behaviour still falls under the Academy's jurisdiction.

4.0 Classroom Expectations

Effective classrooms have a positive and purposeful atmosphere, where pupils and teachers feel valued, and work together in a supportive and safe environment. The effective classroom is one where pupils learn, and teachers facilitate this process. A prescribed list of classroom expectations that are uniformly applied and enforced is essential in achieving this aim.

4.1 Start of Lessons

1. Line up outside the classroom without blocking the corridor.
2. Remove coats before entering the classroom.
3. Enter the room sensibly and go straight to the place assigned by the teacher.
4. Remain silent during the registration and at other times.

4.2 During Lessons

1. Listen to the teacher and remain silent.
2. Remain seated throughout the lesson, unless directed to do so otherwise.
3. When there is a need to ask a question put up your hand as a signal for the teacher.
4. Comply with all instructions given during the lesson.
5. Work sensibly during the lesson and allow others to work sensibly.
6. The teacher will monitor your uniform, punctuality, equipment and homework.
7. Eating and drinking in lessons is not permitted.
8. Electronic equipment other than calculators, is not permitted.
9. Remain in the classroom, unless directed otherwise.

4.3 End of Lessons

1. Remain working until instructed to cease by the subject teacher.
2. Remain seated until told to stand by the subject teacher.
3. When instructed, pack away books and other educational materials.
4. Leave the room in an orderly, controlled manner.

5.0 Academy Uniform

The uniform is an important aspect pertaining to Academy identity. It places every pupil on a level playing field thus avoiding issues concerned with disparity in social class and affluence and subsequent bullying issues that may arise. The Academy uniform should be worn at all times unless a teacher specifies otherwise. All items of the uniform should be worn in the normally accepted manner and due regard taken of health and safety.

The full details relating to the specifics concerned with the uniform are listed below:

1. Black blazer and an Academy badge.
2. Plain white shirt or blouse with a stiff collar. The shirt or blouse tails should be tucked inside the waistband of the trousers. The collar button of the shirt or blouse should be done up at all times.
3. Plain black or white socks or plain tights.
4. Sensible stout black leather shoes with heels not exceeding 3.5cm in height. Trainers or canvass-type shoes are not permitted.
5. Clip-on Academy tie.
6. Suitable black school trousers with no distinctive styling or fashioning. 'Skinny trousers' and trousers with conspicuous belts/buttons/buckles are not permitted.
7. No jewellery except for one pair of plain gold or silver studs, with one stud in each ear lobe, and a wrist watch. Eyebrow bars, nose and tongue studs are not permitted. All excess jewellery will be confiscated and returned to the responsible adult in person or to the pupil at the end of half-term
8. No make-up in Years 7, 8 and 9. Years 10 and 11 may wear discreet make up, but nail varnish and conspicuous fake nails are not permitted.
9. Extremes of hairstyle are not permitted e.g. two tone or vibrant hair colours, tramlines and hair cut to below a number 2.
10. Jumpers, denim, leather and sports jackets and all types of hoodies are not permitted.
11. Suitable dark coloured bag fit for the purpose.
12. Mobile telephones and other unnecessary electronic equipment are not permitted. Such items will be confiscated and returned to the responsible adult in person in accordance with the **Education Act 2011**.

Q. Why are mobile phones and other unnecessary electronic items not permitted?

- Mobile phones distract from the teaching and learning process and disrupt the educational experience of the owner and other pupils within the lesson.
- If mobile phones are used to take photos and/or video recordings (without consent) this contravenes the basic human rights of both the teacher and the pupil(s).
- Mobile phones have been used as a medium for bullying and harassment.

- Mobile phones can become lost and in some instances are stolen. This would absorb considerable and unnecessary pastoral time.
- In external examinations any pupil having a mobile on their person, infringes Exam Board regulations and is likely to be disqualified from one or more exams.

In accordance with the **Education Act 2011** school staff have the authority to conduct lawful searches (without consent). To make the process less invasive, the Academy (specifically senior staff and HoH) use electronic wands. Any search is recommended to be undertaken with a colleague or adult witness present. It is completed quickly, whilst ensuring that no physical contact is made between the wand and the pupil.

Under the **Education Act 2011** the Government has clarified the protocol regarding confiscation. The provisions stop pupils making any claim against any member of staff for loss or damage to confiscated items, as long as the staff member can show that:

- They had the requisite authority (any paid member of staff does, as do unpaid staff members if so authorised by the Principal).
- The confiscation was on school premises, or elsewhere where the pupil was under their control.
- The confiscation was 'reasonable'.

With regard to the interpretation of these rules the Academy's decision is final.

Pupils are verbally made aware of expectations through assemblies, House meetings, form tutors and by subject teachers within the classroom. Further, the Academy Rules, Code of Conduct and Academy Uniform are published on the website and in the Pupil Planner.

6.0 Sanctions

6.1 RAS Strategy

Sanctions are an essential component in the behavioural modification and social development processes, however, they need to be used appropriately.

A general system of *Reprimand, Action and Sanction* (RAS Strategy) is a sustainable and effective approach and should be uniformly executed by all staff.

- **Reprimand** – involves speaking to the pupil about why the behaviour is inappropriate, asking the pupil to explain their behaviour and then pointing out why it is inappropriate and/or firmly reprimanding them.
- **Action** – involves displacing the pupil in a way that separates/isolates them from other pupils. It may also involve marking the pupil's Planner in relation to an issue concerning homework, equipment, uniform or punctuality, if that is appropriate to the behaviour. Some staff may place the pupil's name on the board with a warning that a sanction will follow.
- **Sanction** – involves issuing a detention or extra work in a graded way.

6.2 Departmental Sanctions System

If the pupil's behaviour is not modified by the teacher's actions, referral to the HoD, and senior leader should occur. Where a referral is necessary, the teacher should discuss the behaviour and the actions they took in the lead up to the referral with the HoD and/or Senior Leader.

The HoD and/or Senior Leader may want to discuss matters such as:

- Reprimanding the pupil.
- Placing the pupil on departmental report.
- Placing the pupil in the departmental detention.
- Discussing the behaviour of the pupil with the HoH.
- Placing the pupil under curriculum supervision by the HoD or Senior Leader.

The function of the Departmental Line Management System is to analyse the cause of the poor behaviour and to re-enforce the system of rewards and punishments that surround the pupil in the department in question.

6.3 Pastoral Sanctions System

Where a pupil is recognised as having behavioural problems across a number of curriculum areas, the HoH responsible for the pupil should reinforce the curriculum sanctions through discussion and a series of graded pastoral reports and detentions.

6.4 Discussion

A discussion of a pupil's problems with a HoH and/or SLT Link may well help identify what the Pastoral System perceive as the problem that the pupil is experiencing, such as changing special educational needs, or disturbed behaviour emanating from outside the school etc. It may be that the information provided from the discussion helps the pastoral staff to form a better view of the pupil's behaviour and subsequent intervention/corrective strategies.

6.5 Pastoral Reports

There are 3 levels of Pastoral Report which are issued and monitored by the HoH and SLT Link. Each report has the following grading system which staff are required to apply to each lesson.

Grade	Description
Outstanding (1)	The pupil has exceeded your expectations*.
Good (2)	The pupil has met your expectations throughout the lesson.
Requires Improvement (3)	The pupil did not meet one or more of your expectations.
Inadequate (4)	The pupil did not meet several expectations.

*Expectations relate to those outlined in Section 4.0 and those relating specifically to homework, punctuality, equipment, uniform, attitude to learning, behaviour and work rate.

6.51 Grey (Low Level Monitoring)

This is used to monitor minor concerns regarding the following:

- Homework.
- Punctuality.
- Uniform.
- Equipment.
- Attitude.
- Truancy.
- Work Rate.
- No Pupil Planner.

Pupils remain on this level of report for a minimum of **one** week.

6.52 Purple (Medium Level Monitoring)

This is used to monitor any concerns above that have become persistent. Additionally, it is issued in response to the following:

- Behaviour.
- Fighting.
- Bullying.
- Smoking.
- Non-compliance.

Pupils remain on this level of report for a minimum of **two** weeks.

6.53 White (High Level Monitoring)

This is issued in response to the following:

- Return from Exclusion.

Pupils remain on this level of report for a minimum of **three** weeks.

Any pupil on report must get it signed by their HoH at the following times:

- Before 8.35 am.
- After 3.35 pm.

Failure to report to the HoH at these designated times, without a valid reason, should immediately result in a one hour detention.

The Academy expects parents to sign their child's report at the end of every day, to acknowledge receipt of the report, and to allow both parties to monitor progress. Where parents persistently refuse to sign their child's report, additional sanctions should be imposed.

Pupils remain on pastoral reports for the **minimum** period (as outlined in section 6.5). Where pupils receive less than a grade 2 (in any lesson) the reporting period is extended by one day.

6.6 House Detention System

The House detention system is arranged in 3 slots within a typical day – break (20 minutes), lunch (30 minutes) and afterschool (1 hour). It is operated by HoH and SLT Links.

Detentions require no prior notification to the parent. In the case of afterschool detentions, the **Education Act 2011** has removed the requirement to provide 24 hours' notice. Where parents cannot be contacted on the day the detention is issued, it will be deferred to the following day.

If a pupil fails to attend a break or lunch detention, then the HoH should withdraw them into a short period of pastoral supervision until the detentions are complete.

If a pupil fails to attend an afterschool detention, the parent should be informed immediately, and an attempt should be made to get the pupil back into school. Failing this, an additional detention should be issued and the HoH should ensure successful attendance and completion of these detentions.

Pupils must have work to complete during House detentions. KS4 pupils should be completing coursework, homework or incomplete classwork. KS3 pupils should be completing homework or incomplete classwork. Pupils not attempting any work will be provided with some by the member of staff in charge of the detention. This work should be Citizenship/PSHE-based and cover a wide range of themes including the following:

- Smoking and Alcohol.
- Vandalism.
- Bullying.
- Racism.
- Morality.
- Self-Image.
- Aspirations.
- The World of Work.
- Diet and Nutrition.
- Sexual Health.

The Citizenship/PSHE work should not take priority over curriculum work and pastoral staff should liaise with curriculum staff to maximise the quality of the detention time. In normal circumstances, House detentions should not act as a replacement for curriculum detentions. The two detention systems should run side by side and there should be synergy in terms of their outcomes.

To maintain the effectiveness of detentions, the number that a pupil has to serve should be attainable. If a pupil is accumulating detentions at an unreasonable rate, then other strategies such as pastoral supervision and a PSP should be employed promptly. A meeting with the parent must occur early in this process.

6.7 Pastoral Supervision

There are occasions where a pupil will persist in challenging the social conventions of the Academy, posing a risk to discipline inside the school and the welfare of others.

Pastoral supervision is a behavioural management strategy which allows containment, maintenance and modification of a problematic pupil. Essentially the pupil is brought under the direct supervision of their HoH or SLT Link and has the opportunity to be consistently managed by a single individual supervisor.

During pastoral supervision pupils complete curriculum work provided by their subject teacher or the HoD. Some time may also be allocated to counselling with regard to their problems and strategies/plans discussed to alleviate and remedy the issues that lead to supervision. In particular, a key target of supervision is to make the pupil and others see that their actions have caused their removal from general school society. Acceptance of personal responsibility for the consequences of their behaviour, and the ability to operate with self restraint and consideration for the feelings of others, is the desired outcome. This should subsequently lead to compliance and the ability to return the pupil back into the normal school environment.

Often pupils who persist with aberrant behaviour, to the point that they find themselves in pastoral supervision, will have learned that non-co-operation and direct confrontation is an efficient strategy for managing their lives and obtaining control of situations and adults in their home environment. Supervision allows for the simplification of interaction with adults and pupils within the school environment and the acceptance of a more normative relationship.

Pupils under pastoral supervision should be escorted to all detentions and their completion monitored by the HoH.

Pupils are gradually reintegrated back into normal lessons following a period of improvement, however, they are immediately withdrawn back into pastoral supervision if the aberrant behaviour manifests again.

7.0 Misconduct and Gross Misconduct

For any member of staff to successfully undertake their role inside the Academy they must be fully conversant with what constitutes misconduct and gross misconduct.

7.1 Level 1: Breach of Discipline

- Failure to comply with Academy rules concerning classwork, punctuality, homework, equipment and uniform.
- General distractive or disruptive influence in class.

Level 1 should be dealt with by the classroom teacher. The HoD may provide additional verbal support and/or place the pupil on a subject report with associated subject sanctions.

7.2 Level 2: Serious Breach of Discipline

- Persistent failure to comply with Academy rules concerning classwork, punctuality, homework, equipment or uniform.
- Failure to comply with reasonable instructions from a member of staff.
- Deliberately walking away from a member of staff.
- Bullying.

Level 2 should be dealt with initially by the classroom teacher, supported by the relevant HoD. The HoH should also be involved at this stage and be monitoring the pupil on a pastoral report. In this instance, the curriculum and pastoral lines should be working collaboratively to resolve the problem.

7.3 Level 3: Gross Misconduct

- Assault on a pupil or member of staff.
- Affray.
- The use of abusive/offensive language directed at a member of staff.
- Making a malicious allegation against a member of staff.
- Persistent and defiant misbehaviour.
- The use of racist, homophobic, transphobic (or any other prejudice-based behaviour relating LGBT) language directed towards a member of staff or pupil.
- The use of threatening or intimidating behaviour towards a member of staff or pupil.
- Sexual misconduct.
- Possession of an offensive weapon - [DfE Offensive Weapons Guidance](#).
- Possession and/or dealing an illegal drug.
- Reckless endangerment.
- Criminal damage.
- Theft.

Level 3 may initially involve the HoD, however, at this level, the HoH and SLT Link will largely work independently of curriculum lines to resolve the problem. Incidents will be referred to the Principal who will judge whether they have reached the threshold for exclusion.

The above lists are neither exclusive nor exhaustive and there may be examples which do not appear above, but may nevertheless be the subject of disciplinary action, including exclusion.

8.0 Anti-Bullying Policy

The Academy operates within the 2017 DfE guidance - [Preventing and Tackling Bullying](#)
The Academy's expectations are detailed clearly in sections 2.0, 3.0 and 4.0.

8.1 Objectives

- To create an ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence.
- To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation.
- To affirm the right of all within the Academy to live a life free from bullying.
- To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, pupils and parents.
- To ensure that the Academy's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours.
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To put into effect procedures for reporting and recording incidents of bullying behaviour.
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

8.2 Links to other Policies

Refer to the Academy's Safeguarding Policy; SEND Policy; LAC Policy; and Equality Policy.

8.3 Definition of Bullying

'Bullying' is deliberate and repeated negative behaviour (verbal, psychological or physical) undertaken by an individual (or group of individuals) against any person.

Isolated or 'one-off' incidents of negative behaviour, for the purposes of this policy, do not fall under the definition of 'bullying'.

8.4 Types of Bullying

Type of Bullying	Description
Physical	Barging; kicking; pushing; punching; and spitting.
Verbal	Insulting or degrading comments; name calling; gestures; taunts; and 'banter' or 'jokes'.
Indirect	Spreading rumours; destroying relationships and reputations; ignoring people and leaving them out (exclusion and isolation); public embarrassment and ridicule; gossiping; graffiti; hiding belongings; staring/glaring/'dirty' looks; invasion of personal space; and negative body language.

Homophobic	Derogatory comments; spreading rumours about a person's sexual orientation; and taunting a person of a different sexual orientation.
Racial	Discrimination, prejudice, comments or insults about colour, nationality, culture, religious beliefs, ethnic or traveller background.
Cyber	Silent telephone/mobile phone calls; abusive telephone/mobile phone calls; abusive text messages; abusive email; abusive website comments, blogs, pictures; video recording without the person's permission; taking/sending photographs using an electronic device; and creating sites about a particular person.
Sexual	Unwelcome sexual comments or touching; and unwelcome sexual texts or e-mails.

8.5 Signs of Bullying

Signs that bullying may be occurring include the following:

- Anger.
- Anxiety.
- Distress.
- Frustration.
- Panic attacks.
- Depression.
- Change of friendship groups.
- Lack of friends.
- School rejection.
- 'Illness' at certain times or on certain days.
- Change in the standard of work.
- Withdrawal/sudden lack of confidence/self-esteem.
- Shame and feelings of worthlessness.
- Loss of trust in friends and their inability to support and protect.
- Excessive tearfulness or sensitivity to criticism.
- Increased irritability and nervousness.
- Fear of being out of sight of adults.
- Unexplained changes in mood.
- Increased aggressiveness.
- Bullying others.
- Substance abuse.
- Eating problems.

8.6 Tackling Bullying

Staff must lead the vanguard in terms of the expectations delineated in sections 2.0, 3.0 and 4.0. Further, their own behaviour must model that which is befitting of their professional status - refer to the Trust's Code of Conduct Policy.

All staff are assigned a weekly break duty and there is a full complement of lunch supervision to ensure a comprehensive coverage of the Academy site. This is complemented by a Prefect system which adds another layer of support in terms of the detection and reporting of bullying incidents.

Pupils have a fundamental responsibility to inform staff of any bullying to which they believe they are being subjected. Further, this should be reported at the inception of the bullying. It is important that pupils understand (and feel supported) in reporting incidents rather than feeling they are unable to do so because of: a) belief that by ignoring the perpetrators the bullying will cease or b) a belief that the bullying will only get worse if the incidents are reported.

Clearly all staff have responsibility to ensure that bullying is tackled and dealt with appropriately, but HoH have a specific remit to investigate incidents and issue sanctions in line with those described in Section 7.0 and 8.0. For bullying incidents that are deemed to fall under 'gross misconduct', such as those described in Section 7.0, the Principal will consider the case for exclusion.

8.7 Support

Including the pastoral support provided by all staff, particularly HoH and the SLT Links, the Academy provides a range of other services, including and NHS School Nurse and an onsite BACP qualified counsellor. In certain circumstances, appropriate support would be a referral to Children's Services, completing a Common Assessment Framework or a referral to Child and Adolescent Mental Health Services (CAMHS).

There are lots of external organisations that provide support and advice about bullying:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Bullybusters](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

8.8 Education

The expectations delineated in sections 2.0, 3.0 and 4.0 are reinforced on a daily basis in and outside of the classroom, through the medium of assemblies and 'drop-down' sessions.

The curriculum, particularly Citizenship, PSHE, R.E and SMSC allow for relevant topics to be discussed in a safe, constructive and progressive environment.

Refer to the Academy's E-Safety Policy with regards to cyber-bullying.

8.9 Monitoring

The Academy monitors incidences of bullying through a log in the PAT (Pastoral) tracking software facility.

Appendix A - Pupil Discipline Committee (Terms of Reference)

The Trust has delegated all of its functions - in respect of exclusions - to the Local Governing Bodies (LGBs) of constituent academies who, when required, will form a committee consisting of at least three Local Governors called the Pupil Discipline Committee.

Membership

The Pupil Discipline Committee shall consist of not less than three members of the LGB, none of whom shall be the Principal or Trust CEO. Local Governors from other academies in the Trust can be members of the Committee if a quorum cannot be reached using Local Governors from the academy involved. If any Local Governor has a connection with the pupil, or knowledge of the incident that led to the exclusion that could affect his or her ability to act impartially, he or she will be required to step down. The Chair has the casting vote where an even number of Local Governors are considering the case.

Quorum

Three.

Clerking

All meetings of the Pupil Discipline Committee shall be undertaken by the Company Secretary.

Exclusions

Refer to the DfE guidance and summary overleaf.

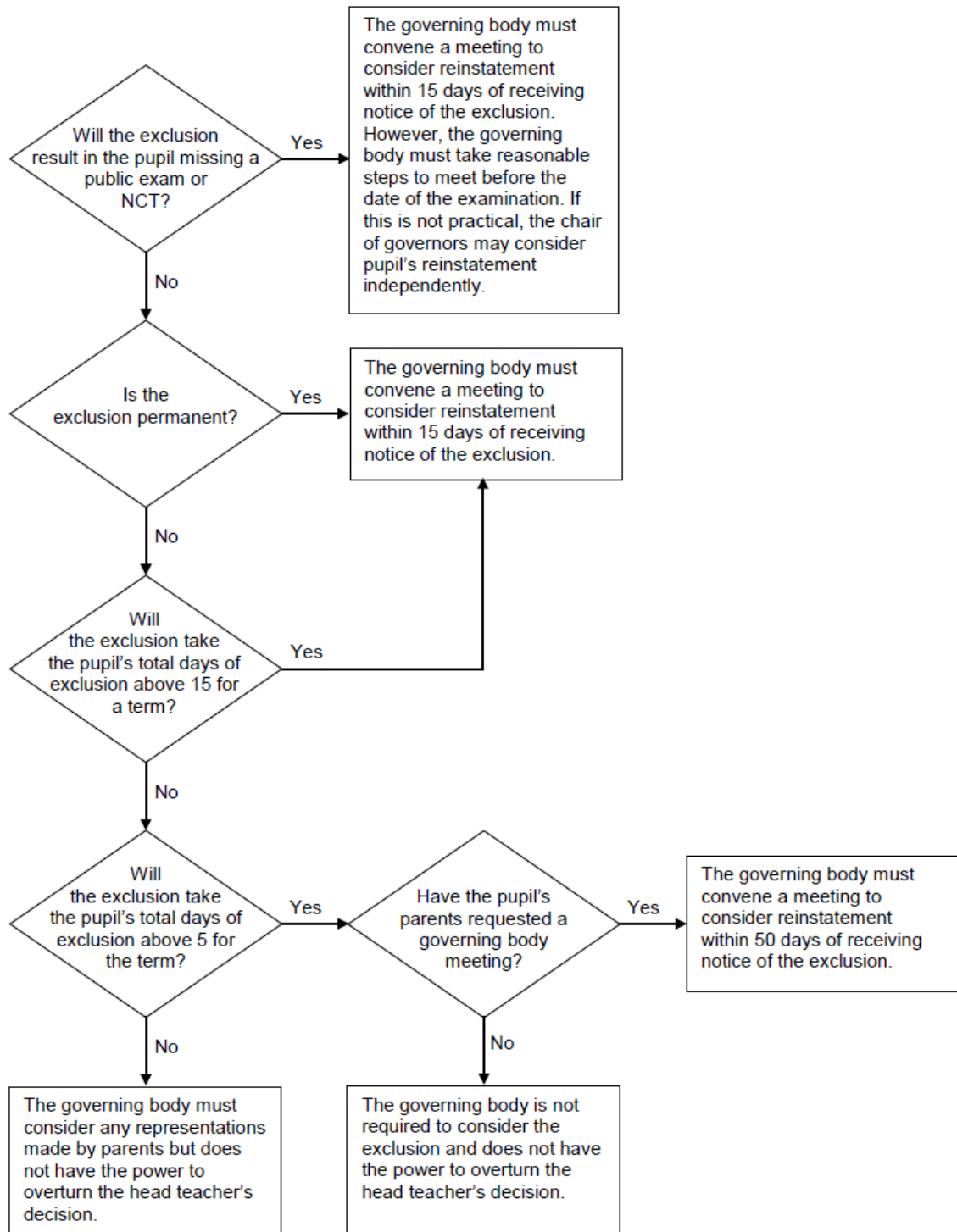
<https://www.gov.uk/government/publications/school-exclusion>

Hearings and Appeals

In the case of a permanent exclusion, the Pupil Discipline Committee must meet to consider the exclusion. Parents also have a right to refer to the exclusion to an Independent Appeals Panel (IAP).

In the case of a fixed term exclusion, this is summarised overleaf and in the table below.

Number of days exclusion in a term	5 or <	5 ½ - 15	> 15	Pupil will miss public exam
Write to make a written statement	Yes	Yes	Yes	Yes
Right to meet LGB	No	Yes, if parents request it	Yes, LGB must meet	Yes, LGB must meet
Timescale	None	50 school days	15 school days	15 school days
Reinstatement	No	Yes	Yes	Yes



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.