

Behaviour and Discipline Policy



Believe, Succeed, Together

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Contents

1.0 Behaviour and Discipline Policy	3
1.1 Sanctions	3
1.11 Detentions	3
1.12 Exclusions.....	3
Permanent Exclusion	5
1.2 Student Voice	6
1.3 Reward System	6
1.4 Pupil Planner.....	6
2.0 Academy Rules	7
3.0 Code of Conduct	8
4.0 Classroom Expectations.....	9
4.1 Start of Lessons.....	9
4.2 During Lessons	9
4.3 End of Lessons	9
5.0 Academy Uniform.....	10
6.0 Sanctions	12
6.1 RAS Strategy	12
6.2 Departmental Sanctions System	12
6.3 Pastoral Sanctions System	12
6.4 Pastoral Reports	13
6.41 Grey (Low Level Monitoring).....	13
6.42 Purple (Medium Level Monitoring).....	13
6.43 White (High Level Monitoring).....	14
6.5 House Detention System	14
6.51 House Detentions and Pastoral Reports	14
6.52 House Detentions and Catch-Up.....	15
6.53 House Detentions and Pupil Work	15
6.6 Pastoral Supervision	16
7.0 Misconduct and Gross Misconduct.....	17
7.1 Level 1: Breach of Discipline	17
7.2 Level 2: Serious Breach of Discipline.....	17
7.3 Level 3: Gross Misconduct	17
8.0 Anti-Bullying Policy	18
8.1 Objectives	18
8.2 Links to other Policies	18
8.3 Definition of Bullying	18
8.4 Types of Bullying	18
8.5 Signs of Bullying	19
8.6 Tackling Bullying	19
8.7 Support	20
8.8 Education.....	20
8.9 Monitoring.....	20

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 a disciplinary sanction issued only by the Principal, the result of which is that a pupil is not allowed to attend the Academy.

There are two forms of exclusion – fixed term (suspension) and permanent (expulsion).

Fixed Term Exclusion

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 pupil, parents and others within the school community and allows time to pass and issues to be considered by all parties.

The Behaviour and Discipline Policy of the Academy applies to all of a pupil's activity that is associated with it. 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.

The decision to exclude must be made in line with the principles of administrative law i.e. be lawful; rational; reasonable; fair; and proportionate.

The decision to exclude is based on the application of the civil standard of proof (balance of probabilities) i.e. is it more probable that the pupil has done what they are alleged to have done. This is quite different from the criminal standard of proof (beyond reasonable doubt).

A pupil should be given an opportunity to present their case before a decision is taken to exclude. This is usually in the form of a written statement or a statement taken by the person interviewing the pupil.

When considering whether to exclude, the Principal will assess the following:

- If the behaviour meets the criteria of gross misconduct as detailed in the Academy's Behaviour and Discipline Policy.
- If there is a prior history of related misconduct or gross misconduct i.e. a pattern of behaviour.
- Mitigating factors e.g. whether the pupil has SEND; mental health issues; been subject to bullying; or has suffered bereavement.

Parents will be notified of a fixed term exclusion as soon as possible, usually by telephone, followed by a letter from the Principal. In terms of notice, the exclusion can begin on the same day as the incident which led to the decision to exclude.

Whilst excluded, parents must ensure that their child is not in a public place during normal school hours without reasonable justification. Parents may be prosecuted in the event that this duty is breached.

The length of a fixed term exclusion is usually up to 5 days but can be longer. Even though a pupil is not allowed in school, they should still be receiving an education. The Academy will therefore make reasonable steps to set and mark work.

If a pupil is excluded for more than 5 days, the Academy has a duty to provide suitable, full-time education from the 6th day. This is most likely to take place at a PRU or other alternative provision.

A pupil can only be excluded for a maximum of 45 days in in one school (academic) year.

When a pupil returns from exclusion, they will be required, along with their parents, to attend a re-integration meeting. The meeting is an opportunity to discuss in more detail the events that led to the exclusion, how it can be avoided in the future, and any appropriate support that should be explored and/or put in place.

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.

Permanent Exclusion

This is in response to a serious breach or persistent breaches of the Academy's Behaviour and Discipline Policy and where allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school. Following completion of the process, the pupil is removed from the Academy's roll.

The law does not allow for extending a fixed period exclusion or 'converting' a fixed period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion (or permanent exclusion) may be issued to begin immediately after the first fixed term exclusion.

In terms of alternatives to a permanent exclusion, the Academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

Challenging Exclusions

In the case of a fixed term exclusion, parents can refer it to the Governing Board (refer to **Appendix 1**). The Trust has delegated all of its exclusion functions to the Local Governing Body (LGB) who, when required, will form a committee consisting of at least three Local Governors called the 'Pupil Discipline Committee' (refer to Exclusion Policy).

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 Review Panel (IRP) - <https://www.gov.uk/government/publications/school-exclusion>

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.

1.4 Pupil Planner

Each pupil is issued with a Pupil Planner at the beginning of the academic year. The Pupil Planner is used to record the following information:

- Homework.
- Rewards information e.g. merits/House points.
- Detentions.
- Infringements (crosses) in respect to Homework, Uniform, Punctuality and Equipment.

Staff should administer crosses (and other appropriate actions) in the following way:

Infringement	Description	Actions
Homework	No homework or poorly completed homework.	Cross and a detention
Uniform	Uniform does not meet the requirements of section 5.0	Cross E-mail HoH Send to HoH
Punctuality	Late to lesson without a justifiable (evidenced) reason.	Cross
Equipment	Equipment does not meet the requirements of section 2.0.	Cross Issue equipment

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 should attend school and arrive on time.
- Pupils should only bring items of equipment required to support their learning e.g. Planner, subject books, blue or black pen, pencil, ruler, rubber, calculator and P.E kit.
- Pupils should wear the Academy uniform at all times, unless otherwise directed.
- Pupils are expected to demonstrate a commitment to learning that is at least 'good'.
- Pupils are expected to with act with kindness, courtesy, respect and tolerance.
- Pupils should move around the site in a sensible and orderly manner.
- Pupils must not leave the site, at any time, without permission from a designated member of staff.

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.

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 individual 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 seat assigned by the teacher.
4. Remain silent during the register.

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. If you need to ask a question, put your hand up, as a signal for the teacher.
4. Comply with all instructions given during the lesson.
5. Demonstrate a commitment to learning that is at least 'good'.
6. The teacher will monitor your behaviour, uniform, punctuality, equipment and homework.
7. Eating and drinking in lessons are 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 the teacher issues an instruction to stop.
2. Remain seated until the teacher issues an instruction to stand.
3. When instructed by the teacher, pack away your books and other educational materials.
4. Leave the room in a sensible and orderly 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 relating to a disparity in socio-economic status and subsequent bullying issues that may arise. The Academy uniform should always be worn unless a teacher specifies otherwise. All items of the uniform should be worn in the normally accepted manner and due regard taken in respect to 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 (including sport-branded 'shoes') and canvass-type shoes are not permitted.
5. Clip-on Academy tie.
6. Suitable ankle-length (not above the ankle) black school trousers with no distinctive styling or fashioning. 'Skinny trousers' and trousers with conspicuous belts/buttons/buckles/zips 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 wristwatch. 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 in reinforcing basic conventions, social norms and modifying behaviour, however, they need to be used appropriately.

A system of *Reprimand, Action and Sanction* (RAS Strategy) is a sustainable and broadly effective approach. It should be used consistently and in a graded way.

- **Reprimand** – verbally acknowledging behaviour that falls short of expectations.
- **Action** – displacing a pupil in a way that separates them from other pupils e.g. directing the pupil to sit at another desk.
- **Sanction** – issuing a detention and/or sending the pupil to the HoD.

6.2 Departmental Sanctions System

If a pupil's behaviour is not corrected 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.

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.

A discussion of the pupil's issues with a HoH and/or Pastoral SLT Link may help identify the problems that the pupil is experiencing, such as emerging SEND, or issues outside the school etc. The information provided from the discussion may help the pastoral staff to form a better view of the pupil's behaviour and subsequent intervention/corrective strategies which should then be communicated to staff.

6.4 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.

6.41 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.

In respect to Homework, Punctuality, Uniform and Equipment, a pupil should be issued with a detention (break and lunch **or** afterschool) for the 3rd cross and a detention for **all** subsequent crosses.

The 4th cross in any **one** section should result in the pupil being issued with a Grey Report. Unless the pupil is still being monitored on a Grey Report, they should be issued with a further Grey Report after receiving the 6th cross. Whilst being monitored on a Grey Report, if the pupil receives an 8th cross, this report should be replaced with a Purple Report.

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

6.42 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.

6.43 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 and are issued with detentions equivalent to the time they were excluded from school e.g. a 1 day exclusion would result in 5 hours.

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

- Before 8.20 am.
- After 3.15 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.

6.5 House Detention System

The House detention system is arranged in 3 slots within a typical day – break (25 minutes), lunch (35 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.

To maintain the effectiveness of detentions, they should be issued as proximate as possible to the infringement/misconduct/incident. Further, the number of detentions that a pupil serves should be achievable. If a pupil accumulates detentions frequently, they should be withdrawn into pastoral supervision and strategies discussed and implemented to facilitate progress. Contact with the parent should occur early in this process.

6.51 House Detentions and Pastoral Reports

If a pupil receives a grade 3, they should be issued with a break **or** lunch detention.

If a pupil receives a grade 4, they should be issued with a break **and** lunch detention **or** afterschool detention, whichever is the first available slot.

If a pupil fails to attend a break or lunch detention, the HoH should withdraw them into pastoral supervision and escort them to all detentions until completed.

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 afterschool detention should be issued and the HoH should escort the pupil to all detentions until completed.

6.52 House Detentions and Catch-Up

Pupils with an attendance of 96+% will be permitted 5 school days to catch up with any work missed through absence. This will be recorded on a catch-up form and signed off by the classroom teacher. The HoH or SLT Link will complete the final 'sign off' to confirm that all worked missed has been caught up.

Pupils who do not catch up within 5 school days, **must** be issued with a **Grey Report** and directed into **afterschool** detentions. The Grey Report and detentions are discontinued when the pupil has evidenced that they have caught up.

Unless in exceptional circumstances, pupils with an attendance of less than 96% and/or who are absent due to an unauthorised holiday, will be directed into **break, lunch** and **afterschool** catch-up sessions until they have caught up.

6.53 House Detentions and Pupil Work

Pupils must have work to complete during House detentions e.g. homework, outstanding classwork, catch-up work, and/or appropriate work provided by the member of staff undertaking the detention. Pupils who do not undertake work and/or disrupt the detention should be issued with another (comparable in length) detention in the first available slot.

House detentions should **not** act as a replacement for curriculum detentions. Curriculum sanctions should be issued in line with section 6.2.

Where House detentions have already been set by the HoH, they should exercise discretion to move a detention(s) so that curriculum detentions take precedence. In the case of Year 11 pupils, with the agreement of the classroom teacher and/or HoD, pupils can serve their House detentions within curriculum departments.

Homework Club should **not** act as a replacement for House detentions. However, there are occasions where pupils with identified SEND would benefit from attending Homework Club. In these instances, where appropriate and with the agreement of the HoH and SENCO, House detentions can be served within Homework Club.

6.6 Pastoral Supervision

Pastoral supervision is where a pupil is brought under the direct supervision of their HoH or SLT Link.

A pupil may be in pastoral supervision for the following reasons:

- A uniform infringement.
- A persistent break of discipline.
- A serious breach of discipline.
- An act of gross misconduct.

During pastoral supervision a pupil completes curriculum work provided by their subject teacher or the HoD. Some time may also be allocated to discuss the reasons that lead to supervision and how this can be avoided in the future.

Pupils in pastoral supervision are required to attend detention (refer to section 6.6).

The length of time a pupil is in pastoral supervision depends on the reason for its imposition. In the case of a uniform infringement, once the infringement has been corrected, the pupil is permitted to return to lessons. In the case of a breach of discipline, the length of pastoral supervision will be that required to facilitate improvement with the HoH proactively looking for opportunities to integrate the pupil back into normal lessons. In the case of gross misconduct, the length of pastoral supervision is covered in section 1.12.

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 an 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.

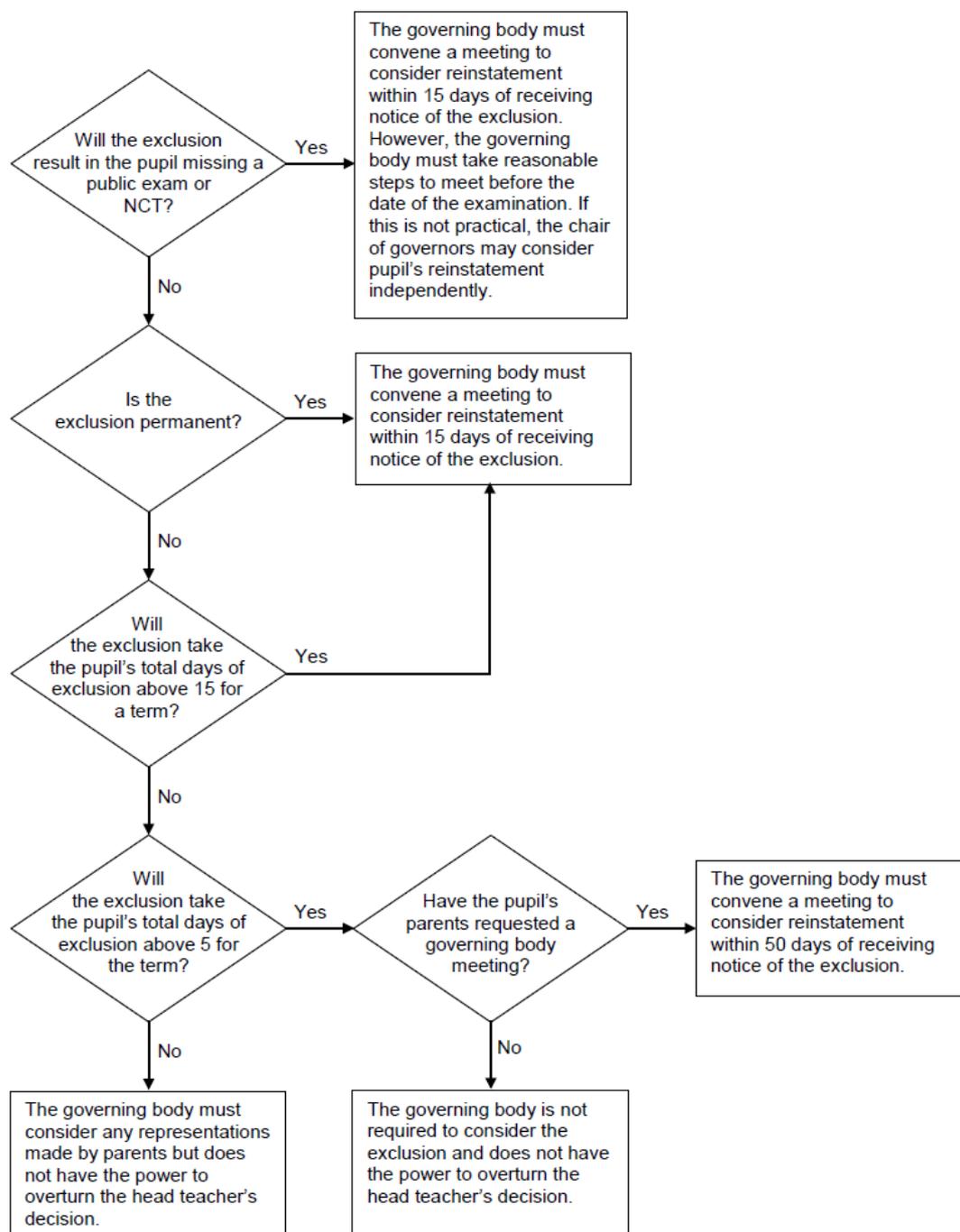
The curriculum, particularly Citizenship, PSHE, R.E and SMSC allow for relevant topics to be discussed in a safe, constructive and progressive environment.

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 1



Number of days excluded in a term	5 or <	5 ½ - 15	> 15	Pupil will miss public exam
Parental right to make a written statement	Yes	Yes	Yes	Yes
Parental 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

*From 25th September 2020 – 24th September 2021, the following guidance should be followed: [Changes to the Exclusion Process during the Covid-19 Pandemic](#)