



**Behaviour Policy
(Including Anti-Bullying Policy)**

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5 Dimensions Trust Behaviour Policy

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Aims

To allow us to create a positive climate so that we can achieve our core purpose of inspiring and empowering the growth of a vibrant community of exceptional people across the Trust.

Core Values

These are our fixed, guiding principles by which we make all decisions, these are central to our behaviour and discipline policy and drive the way in which we form and implement procedures.

- Collaborating to ensure truly holistic education.
- Rising together to the rigour of academic challenge
- Sharing to create a positive, high performing environment for staff.
- Creating a supportive partnership with parents, carers and families
- Crafting a meaningful partnership with our wider community

IN THE 5 DIMENSIONS TRUST, WE:

- cheer for the other schools and they cheer for us.
- know that the differences between us make us even stronger.
- are excited by challenges and embrace calculated risk.
- we create clarity of intent in all that we do and through this we can allow our creativity to truly make a difference.
- understand honest mistakes occur and learn from them together.
- are positive in our communications and understand their power.
- reward cooperative and positive relationships but understand that sometimes new levels can only be reached through dialectic.
- are humble enough to give and receive support.
- gain fulfilment by playing a positive role in our community.

The Principles

The principles guiding our policies on behaviour and discipline support our aims and reflect our core values. Our vision and values are achieved through our 4 R's. **Routines, Relationships Rewards** and **Restorative** approaches. These help create a culture that promotes excellent behaviour and clearly articulates what good behaviour looks like.

- Consistent **routines** and **procedures**, along with warm genuine **relationships**, lead to excellent behaviour.
- Good behaviour should be promoted, recognised, reinforced and **rewarded**.
- We expect all stakeholders to focus on and participate in a **restorative** approach, while understanding that proportionate sanctions sometimes need to be applied.
- Good behaviour is promoted by **purposeful learning**, well planned and delivered lessons and well managed classrooms.

- We have high expectations; students have the right to learn, and teachers have the right to teach. Children can be **taught to behave, through each school's behaviour curriculum**
- Students need to **know what is expected of them** and what the **consequences** of their actions will be.
- All students are **valued equally**. We work with them, their parents and other stakeholders to allow them to reach our expectations. It is important to ensure fairness of treatment for all.

Routines

We expect students to develop great routines:

- attend school regularly.
- arrive in school and in class on time, ready to learn, with the correct equipment.
- comply with the uniform policy and wear the uniform with pride.
- comply with instructions from staff, including support staff.
- respect all people and not to discriminate against others based on race, religion, gender, sexual orientation or disability.
- respect and take care of the school premises, buildings and property.
- respect the property of other people in the school community.
- keep work areas and social areas tidy, clean and free from litter.
- focus on their learning, taking a pride in their work, including presentation.
- complete homework and coursework assignments on time and to the best of their ability
- have due regard for the health and safety of others.
- comply with screening and searching for prohibited items if required.
- comply with the health and safety procedures and instructions in lessons and around the building.
- follow the one-way system and move around the building in an orderly and safe way.
- safeguard themselves and others by not leaning over or playing near the balcony or stairwells.
- use the restaurant and social eating areas in a safe, orderly fashion.
- maintain safe practices in queues and large groups – with no play fighting, pushing or pulling.
- make visitors to the school welcome.
- provide good example of behaviour to students in younger year groups.
- maintain a high standard of behaviour, on the way to and from school, when representing the school as well as when clearly identifiable as a member of the school community
- respect the school's neighbours and the local community.

** In each 5 Dimensions school we expect students to adhere to specific schools' routines throughout the day.

Rewards

5 Dimensions Trust schools' ethos of encouragement is central to the promotion of good behaviour. Rewards/recognition and positive reinforcement are one of the means in the achievement of this. They have a motivational role in helping students to appreciate that positive behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Rewards across 5 Dimensions schools may include the following

- Use of stamps (see appendix for specific reference to schools)

- House points/ Flight Miles awarded in lesson time for excellent effort, progress or improvement or participating in extracurricular activities.
- Positive communication with home via postcard, letter, phone call, email or school communications.
- Student certificates
- Sharing the success in class or assemblies.
- Verbal praise in class, corridors or on in presence of parents.
- Meetings with members of the senior leadership team.
- School magazine, Head Teacher Blog, and website updates.
- Social media updates such as 'Tweets 'via Twitter, U Tube or Facebook.
- End of term celebratory assemblies and prize giving.
- Headteacher award
- House /Tutor group events and competitions.
- Reward trips

Verbal praise and genuine, personal recognition are our main forms of rewards and recognition in 5 Dimensions schools.

Appendix 1 -Specific 5 Dimensions schools' approach to rewards.

Relationships

Staff have unashamedly high expectations of all students and staff, and believe all students matter equally. It is paramount that 5 Dimensions schools create a safe and calm environment that equip students to be resilient learners in order to contribute to the growth of a vibrant community of exceptional people.

Building up trust and respect with pupils is at the heart of our schools. To develop and enhance relationships we:

Understand students by

- Building personalised and meaningful relationships between students and the Form Tutor. Knowing your child as an individual
- Class teachers using each student's name and always acknowledging effort and progress before achievement
- Creating an environment where students can flourish and feel safe.
- Using age-appropriate language
- Understand how SEND affects behaviour: understanding e.g., ADHD, autism, dyslexia, Asperger's
- Understand that building relationships with some students can take time through being reliable, consistent and resolute.
- The basic psychology of motivation; long and short term memory; focus; learning; cognitive load, spacing and interleaving; and group dynamics

Understand parents

- Build personalised and meaningful relationships with students' parents, based on positive communication
- How to communicate with parents and gain their support
- Work with families to agree high expectations between the school, the students and parents/carers

Understand oneself (staff)

- Keeping calm and patient
- A commitment to working proactively and restoratively with students and parents/carers
- Displaying confidence and appropriate levels of enthusiasm and to maintain a professional 'unconditional positive regard'
- Leveraging the support of other adults, including learning mentors and senior Leaders, to develop your understanding of working with children

Restorative approaches

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches across 5 Dimensions schools which build and maintain healthy relationships and a sense of community alongside resolving difficulties and repair relationships where there has been conflict. **Its practical goal is to strengthen relationships through open and honest dialogue.**

Sanction alone do not change behaviours. Whilst 5 Dimensions schools do at times use formal sanctions, it's conversations and personal growth through restorative approaches that leads to the greatest progress.

5 Dimensions schools allow time to listen to the voice of individuals, staff and families. It wants to hear people to help clarify the key issues and needs and empower students to find their own solutions to what is concerning them.

Basic principles of restorative conversations include

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

Inter-relationship with other school Policies

In order for the behaviour policy to be effective, a clear relationship with other policies particularly equality of opportunity, IT acceptable use policy special education needs, attendance and Anti-Bullying policy has been incorporated. – please refer to local school policies.

Academy staff training

Regular training for staff is provided on behaviour and working with students, this includes working with students with SEND identified needs and regular safeguarding training and termly updates.

School/Academy based Sanctions

Occasionally, sanctions may be necessary to promote positive behaviour and uphold the school/ academy rules in our schools through providing a deterrent as well as showing all students that there are consequences to actions that infringe upon others' rights within the school.

To encourage students to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of our community has a fundamental right to learn in a safe, supportive environment and to be treated with respect. 5 Dimensions behaviour systems are clearly explained to all students with clear displays in each classroom.

It is vital that sanctions are applied consistently, yet with regard to individual circumstances. In this way, sanctions will be seen to be fair and will therefore, be more effective.

In applying sanctions, staff should:

- Dissociate the behaviour from the person
- Encourage students to reflect on the effects of their actions upon others in the school's community.
- Avoid early escalation to severe sanctions

- Avoid whole group sanctions that punish the innocent as well as the guilty
- Make reasonable adjustments according to the student and characteristics, e.g., SEND

*** Please see Appendix 2 for specific school-based systems and sanctions.*

Legal framework in which we work

The decision to exclude is never taken lightly. Only the Headteacher (or in his absence the senior teacher in charge) can exclude a student. Other exclusion-related activities, including the investigation, may be delegated to other staff.

Suspensions (previously known as Fixed Term Exclusions via the DFE) Internal exclusion, supported transfer via managed move protocol and permanent exclusion form the higher echelons of our school's hierarchy of sanctions.

This policy is based on the following guidance:

- DfES circular 10/99 "Social Inclusion: Pupil Support", including updates
- DfES circular issued in January 2003 (Ref: DfES/0087/2003)
- DfES guidance on behaviour policies 9/03
- Exclusions from maintained schools, Academies and pupil referral units in England 2012 DfE

A student may be suspended after being involved in a single or '**one off**' incident that is a serious breach of the behaviour code. Examples of such an incident include:

- bringing cigarettes, matches or lighters to school.
- stealing
- swearing at teachers or other staff; threatening staff
- hitting or hurting another student or member of staff
- bringing a weapon to school
- bringing drugs to school
- bringing alcohol to school
- impacting on the health and safety of other students or members of staff
- bringing the reputation of the school into disrepute

Or a student may have a **history of persistent poor behaviour** and be excluded for the **persistent poor behaviour** or a relatively minor offence that triggers the exclusion. Examples of persistent poor behaviour include:

- persistent disruption of lessons
- persistent bullying
- persistent truancy during the school day
- persistent refusal to comply with instructions.
- breaking a behaviour contract

The above lists are by no means exhaustive and merely indicate the type of incident which may lead to a suspension.

A suspension may be appropriate if a student

- a) Commits a serious breach of the schools Behaviour and Discipline Policy
- b) Repeatedly fails to follow the expectations required of students as published in the schools Behaviour and Discipline Policy.
- c) Repeatedly fails to follow sanctions imposed as a consequence of the student's chosen behaviour, thereby putting themselves beyond the care and control of the school/academy.
- d) Repeatedly fails to follow reasonable requests made of them by staff at the school/ Academy, working in line with school/Academy policies, thereby putting themselves beyond the care and control of the Academy.
- e) Any behaviour that endangers the wellbeing, or learning of our students, or ethos of the 5 Dimensions Trust school.

Suspensions will not be used in the following circumstances:

- a) Minor incidents such as failure to do homework Lateness, or poor attendance.
- b) Punishing students for behaviour of parents

Responsibilities

- The school will provide parents/carers (where applicable social workers and or/ virtual school heads) with written confirmation without delay of any suspension and will supply suitable work for students excluded for 1 day or more.
- If a suspension is longer than 5 days then arrangements will be made for your child to receive appropriate education equivalent to full-time education, either at another school or at a local Alternative Education Provider (Bridge Academy).
- In all possible cases, a re-integration meeting should precede the student's return to the school/ Academy. The letter informing you of your child's suspension will contain information on the date and time of the meeting. Parents/Carers are asked to support their child and the school/ Academy by attending this meeting to agree support strategies for the student. Students arriving back at school after an exclusion without parents will be placed in internal isolation, until a time is agreed for a readmittance meeting to be held.

If your child is suspended from school

When the decision to exclude a child is taken, parents will be telephoned and informed of the incident, usually by a member of the pastoral team, but occasionally by a member of the leadership, including the Headteacher.

In some circumstances the school may ask the parents to collect the child immediately: for example if the continued presence of the child on the premises constituted a risk to the safety, well-being, or education of others. If the incident is very serious, at which point the exclusion will have begun.

You will be informed that your child is being suspended and, if the length of the suspension has been determined at this point, for how long.

Where a child should be during a suspension

Whilst your child is excluded you have a duty to ensure that your child is not present in a public place during school hours, unless there is reasonable justification for this. It will be for you to show reasonable justification. You are advised that if you do allow your child in a public place that you may receive a penalty notice from the LA. You must also ensure that your child does not come to the school during the period of suspension, especially to meet friends, at the end of the school day.

Regulations allow headteachers to exclude a student for one or more fixed periods not exceeding 45 days in one school year. This applies to the child and not the institution. This means if your child has been excluded and moves school, then the record of suspension goes with them.

Lunchtime suspensions

The Headteacher may decide that an appropriate punishment is a lunchtime suspension. By law each lunchtime suspension is the equivalent of a half day fixed term suspension but does not count towards the school's duty to provide education beyond the sixth day. Lunchtime suspensions do count towards the total number of days suspended in a term or academic year.

0 to 5 days

Most suspensions at 5 Dimensions schools last for less than 5 days.

6 to 45 days

Longer suspensions in excess of five days are used for serious incidents. For example, where there has been violence resulting in a serious injury, persistent disruption to lessons, refusal to comply with instructions, persistent bullying. If your child has been suspended for more than 5 days on a single occasion, arrangements will be made to provide the equivalent full-time education from day 6.

Permanent exclusion

A permanent exclusion means that your child can no longer attend the school, ever, unless the decision is overturned. A permanent exclusion might be used for persistent poor behaviour or for single "one-off" incidents which are considered serious enough to warrant a permanent exclusion, for example, if a student hits another student or member of staff, sold drugs on the school site, or set a fire in school.

If your child is at risk of permanent exclusion, (ARPE) you and your child may also be invited to attend a meeting to meet with the Headteacher and a governor. You will be notified of this in a separate letter or occasionally in the exclusion letter. (This is separate and different to the process of a Governor Review Meeting, which may be convened to review an exclusion.)

Headteachers have the power (DFE update July 2022) to cancel a permanent exclusion that has not been reviewed by the governing board (previously referred to as rescinding/ withdrawing a suspension or exclusion). New guidance (DFE update June 23) permits a headteacher to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH. It is expected this will be used where, following further investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially.

Alternative Education is provided through the following provider and links with Bridge Academy and 5 Dimensions schools are strong, including regular visits to students dual rolled, and sharing of information regarding safeguarding.

Bridge Academy – Head of School – Mrs B Wise. Executive Principal – Ms K Hughes

[Bridge Academy - Home](#)

Jonathans
Coffee Hall
Milton Keynes
MK6 5DE

Returning from a suspension

We believe it is in the best interests for students that a reintegration meeting is held immediately after a suspension with parents, the child and a member of the school staff, to discuss a transition plan back into the school where the student is made to feel valued, with an open dialogue and sharing strategies for success and a fresh start.

Challenging a suspension

In the letter a parent receives notifying of the suspension/internal isolation a letter will detail what a parent/carer needs to do if they wish to appeal a suspension. You can ask the governing body to overturn the exclusion if either:

- ▣ your child has been excluded for more than 5 days
- ▣ the suspension means they will miss a public exam or national curriculum test

If the suspension is for 5 days or fewer, you can still ask the governors to hear your views, but they can't overturn the principal's decision. We encourage parents/carers to consult the Communications policy and make a formal complaint, at stage 2 via the Headteachers PA.

Formal complaints must be made to the Headteacher (unless they are about the Headteacher), via the Headteachers PA. This may be done in writing (preferably on the Complaint Form), or by email or telephone. The Headteacher will acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.

Within this response, the Headteacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see.

Challenging Permanent Exclusion

You will be invited to a review meeting with the school governors and Principal if your child has been permanently excluded. This will happen within 15 school days. If the governors do not overturn the permanent exclusion, you can ask for an independent review by the Academy trust. The governors will inform you of how to do this. If your child is still excluded, you can ask the Local Government Ombudsman (or the Education Funding Agency if the school is an academy or free school) to look at whether your case was handled properly. They cannot overturn the exclusion. Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged.

Discrimination and other complaints

You can make a claim to a court or a tribunal if you think your child has been discriminated against. This needs to be done within 6 months of the exclusion. Contact the Equality Advisory Support Service for help and advice.

For more general complaints (e.g., if you don't want to challenge the exclusion but you're not happy with the way the school handled it), please use our communication policy including complaints procedures.

Advice and guidance

If you require further assistance or advice you can contact:

- Marie Denny, Head of Delivery at Milton Keynes Council. She can provide advice and can be contacted on (01908) 258035 or at marie.denny@milton-keynes.gov.uk
- If your child has a Statement of Special Educational Needs or Education Health Care Plan, you should contact the SEN team on 01908 253414 or e-mail sen@milton-keynes.gov.uk

- You may find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted **on 0345 345 4345 or on the website [Coram Children's Legal Centre](#)**. The advice line is open from 9; am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January and Saturdays 9.00am-12.30pm.
- Advice may also be available from MK Special Educational Needs and Disability Information; Advice and Support Service (MK SENDIAS) is based at MK Council Civic Offices. Contact 01908 254518 9.00am to 5.00pm Monday to Friday term time only or email on mksendias@milton-keynes.gov.uk

An Overview of Staff Powers/Legal Framework

Key points:

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school/Academy rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff with responsibility for students, such as Teaching Assistants.
- Teachers can discipline students at any time the student is in the School/ Academy or elsewhere under the charge of a teacher, including those on educational visits.
- Teachers can also discipline students for misbehaviour outside the school/ Academy bringing the Academy into disrepute.
- Teachers can confiscate students' property as set out in DFE guidance, searching, screening and confiscation July2022
- All members of school staff have a legal power to use reasonable force, as set out in the DFE guidance Use of reasonable force, advice for head teachers, staff and governing bodies July 2013

Punishing poor behaviour

What the law allows:

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of the school staff or a member of staff authorised by the Principal/Head Teacher
- 2) The decision to punish the student and the punishment itself must be made on the schools' premises or while the student is under the charge of the member of staff.
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

Students' conduct outside the School/ Academy gates – teachers' powers

What the law allows:

Teachers have a statutory power to discipline students for misbehaving **outside of the schools' premises**. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher/ Principal a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable staff to confiscate items from students:

The **general power to** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, loss of, any confiscated items provided they have acted lawfully.

Power to search without consent (for "prohibited items" including but not exhaustive)

- knives and weapons
- alcohol
- Illegal drugs
- Items that impair judgment e.g., E -Cigarettes/Vapes, Edibles
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Images on phone
- any article that has been or is likely to be used to commit an offence, cause personal injury, upset or damage to property.

Other banned items for example fizzy drinks, (including 'energy drinks') chewing gum, can be confiscated as they are not permitted in 5 Dimensions schools. Students eating food outside of designated areas can expect it to be confiscated and returned at the next break or disposed of at the end of the day.

The legislation also sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

If the police attend an incident at school that requires searching, the **role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing**. Staff should be confident all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, **schools should do everything "reasonably possible" to inform parents ahead of the search and must inform them after a search takes place**. At least two other people must be present with the child throughout the search.

Further information can be found in Searching, Screening and confiscation, DFE advice for Headteachers, school staff and governing bodies Feb 2014

What legislation does this advice relate to?

- Education Act 1996
- Education and Inspections Act 2006: Section 89
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations

2012

➤ Health and Safety at Work, etc. Act 1984

Screening

The law allows schools to:

- Use the option to request students, staff or visitors to undergo screening by a walkthrough or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the person.
- Any member of school/ Academy staff can screen students.

Power to use reasonable force.

Members of staff have the power to use reasonable force (see DFE guidance for Use of reasonable force, advice for headteachers, staff and governing body July 2013)

The legal provisions on the schools discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Other examples of using reasonable force are separating pupils found fighting.

When reasonable force is used parents will be informed and the schools Safeguarding lead/Head teacher notified as of the circumstance and students involved. If practically possible, the parents will be notified in advance.

Service Level Agreement

We also have a service level agreement with members of the local community. This includes the local police and the courts. As part of this partnership the school/ academy will attempt to manage any bail conditions set for students who commit offences. If the student fails to adhere to these conditions, it may lead to permanent exclusion / referral to Alternative Education at Bridge Academy. The headteacher/ Principal has the right, in extreme situations, to override these criteria and permanently exclude a student at their discretion.

We will always try and deescalate and avoid sanctions, if possible, but this needs to be balanced with the safety of your child's community.

Robust approach to sexual harassment and sexual violence

5 Dimensions schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence are treated as a serious breach of our behaviour code.

5 Dimensions schools has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- a) Responding to a report
- b) Conducting risk assessments, where appropriate, to help determine whether to:
 - i. Manage the incident internally
 - ii. Refer to early help
 - iii. Refer to children's social care
 - iv. Report to the police

Please refer to our child protection and safeguarding policy for more information which can be found on our school's websites

Appendix 1.1 - SPECIFIC SCHOOL /ACADEMY BASED REWARDS

Hazeley Academy and Shenley Brook End

Although not an exhaustive list, each school has its own bespoke approach to rewards and recognition.

All students will be rewarded for working to an agreed climate for learning. Across both The Hazeley Academy and Shenley Brook End schools the classroom expectations are nearly identical, however they are promoted individually in schools through Hazeley '**CODES**' or Shenley Brook End '**BADGERS**'. Both schools use the student learning passport/ planner as a central system for recording behaviours and home school communication.

House points, positive points and Flight Miles are awarded within lessons and extracurricular activities. In addition, students can earn points for meeting their Target Grade, leading learning, excellent attitude, excellent participation, outstanding homework, being school ambassadors, etc.

Other forms of reward include:

- Positive communication with home via postcard, letter, phone call, email or school comms.
- Sharing the success in class or assemblies.
- Red stamps and associated focus weeks E.g., Year 11 'pace & challenge' weeks, Yr. 9 Prime weeks.
- Red pencils – 5 in a day
- Progress leader praise and recognition
- Rewards scratch cards
- Meetings with members of the senior leadership team.
- School magazine, Head Teacher Blog, and website updates.
- Social media updates such as 'Tweets via Twitter, U Tube or Facebook.
- End of term assemblies and prize giving.
- House events and competitions.
- Requests for Positive On call during the day
- Progress Review subject certificates for most improved, highest achiever, best effort in class
- Termly focus on 'positive behaviours' through house points, verbal praise and genuine recognition centred on kindness, integrity, gratitude, self regulation, manners and being warm and welcoming

Stamps

To ensure that every student has the opportunity to reach their full potential and learn in a nurturing environment, there are high expectations for every lesson. Students in both schools receive stamps for excellent work, or a negative code is entered into the learning passport/planner and Arbor, our parent and student online platform.

Those that do not meet clearly defined expectations experience consistent consequences in the classroom and around the school site. The CODES consequences ladder of **B/N 1-3** will be applied. If a B/N1 or above is given during a lesson, this is recorded in the learning passport/planner and on Arbor, our school-home communication platform. For consequence B/N 2 and B/N3 a **detention is set the next** day via home notes in Arbor. In addition, a note in the student planner/ learning passport should also be recorded.

Appendix 1.2 - SPECIFIC SCHOOL /ACADEMY BASED REWARDS

Priory Rise

Positive Learning Culture and Environment

The organisation, quality of relationship and learning environment all play a vital role in promoting good behaviour in our school. We will:

- Create a school environment where children's successes are celebrated.
- Promote the building of positive and meaningful relationships between everyone.
- Model good behaviour, values, and attitudes.
- Daily 'check-ins'/'check-outs'
- Provide opportunities for collaborative and co-operative work.
- Include discussions on moral values through assemblies, PSHE and the wider curriculum.
- Listen and respect the views of others – throughout all aspects of school life including curriculum time, circle time, PSHE, assemblies and during break times.
- Expect children to take responsibility for some tasks around the school and actively encourage good citizenship in the school and local community.
- Encourage children to take responsibility for their own learning.

Code of Conduct – Golden Rules Our Golden Rules, based on all of our key principles, are as follows:

- We show respect and care for each other and our school environment.
- We try our best at all times and take pride in our achievements and our school.
- We are polite, kind, and helpful with each other.
- We are positive in everything that we do.
- We work and play together safely.

Incentives

- There is a focus on intrinsic rewards. Staff give positive, meaningful praise – 'catch the children being good.'
- Tokens (stickers, marbles etc.) are rewarded when the class adhere to the Golden Rules positively, demonstrate school values and when individuals make a notable contribution.
 - Each year group sets their own targets for the number of tokens to be achieved in order to earn their class 'reward'. Class rewards occur about every half term although for younger children this may need to be more frequently. The reward is discussed and negotiated with the children and may include – additional play time, a board games afternoon etc.
 - 'Rising Stars' certificates are awarded each week to be presented in weekly Rising Stars Assemblies for those children who have 'excelled' in a particular area

Appendix 2 SPECIFIC SCHOOL /ACADEMY BASED SANCTIONS

Hazeley Academy and Shenley Brook End

In both Hazeley academy and Shenley Brook End school, basic expectations are set out to ensure learning is free from disruption and students feel safe. To do this, both schools are explicit in basic expectations through the implementation of the following CODES system

The Hazeley Academy		Shenley Brook End School	
C	Communicate respectfully	B	Be respectful
O	On time	A	Always on Time
D	Do as asked on first time of asking	D	Dressed correctly
E	Equip for learning	G	Get Ready
S	Succeed and Progress	E	Engage and listen
		R	Respond
		S	Succeed

- **B/N 1** – Discussed with the class teacher, recorded in Arbor
- **B/N2** – 30/20-minute detention after school the next day, recorded in Arbor
- **B/N3** – Removed from the classroom, 60/40-minute detention after school the next day, recorded on Arbor.

On call required if a student refuses to be ‘corridor parked/ Team removed’. – A senior member of staff or learning mentor will remove the student from the lesson.

Whenever possible, an opportunity should be provided for the student to discuss their behaviour with the member of staff and/or their line manager to avoid escalation to the next sanction. This should include reflection on the student’s behaviour and an agreement on their future actions. Restorative meetings between a member of staff & student, or between students is often completed to resolve any conflict or further incidents.

Internal Isolation/reflection unit

School based sanctions of internal isolation/reflection unit typically lasts between ½ a day to 2 days where students behaviour leads to them to be temporarily removed from lessons. Students will follow their curriculum as well as have opportunities for reflective / restorative conversations. This provision is overseen by members of the schools’ pastoral team and students are expected to work in silence. Reasonable adjustments are made for individual students, for example those on the SEND register.

Summary of codes that are inputted into Arbor.

Shenley Brook End		The Hazeley Academy	
Stage 1	N1 - Low level warning	Stage 1	B1 - Low level warning
Stage 2	N2 - 20-minute detention	Stage 2	B2 - 30-minute detention Bullying like behaviour
Stage 2	N3/On Call 40-minute detention	Stage 2	B3 / On Call - 60-minute detention Bullying like behaviour

Stage 3	Extreme behaviour	Stage 3	RRC – Reflective, Restorative Conversation
Stage 3	Senior Leadership group detention	Stage 3	Senior Leadership detention
Stage 4	½ day Internal Isolation – Reflection Unit	Stage 4	½ day Internal Isolation – Reflection Unit
Stage 4	1-day internal Isolation – Reflection Unit	Stage 4	1-day internal Isolation – Reflection Unit
Stage 4	Internal Isolation - Off Site	Stage 4	Internal Isolation - Off Site
Stage 5	Suspension	Stage 5	Suspension

Exclusion Stages

Examples of student behaviour	Stage	Potential Support
<ul style="list-style-type: none"> Continued low-level disruption of lessons. Bullying like behaviour Failure to attend detention/s. Inappropriate use of mobile phone/electronic device/headphones Failure to adhere to instructions. Failure to adhere to CODES/ BADGERS. Failure to adhere to uniform expectations 	<p>Stage1</p> <p>Recognition of a persistent behaviour issue.</p> <p>Student is at risk of an exclusion</p>	<p>Department Report</p> <p>Tutor Report and Mentoring Positive Report</p> <p>Target Report</p> <p>Detention Confiscation to be collected at end of day/ parents required to collect.</p> <p>Telephone call between teacher / Personal Tutor / Progress Leader and parent/carer</p> <p>Community service</p>
<ul style="list-style-type: none"> Rudeness to staff Theft or vandalism Refusal to follow instructions. Reckless behaviour Failure to attend numerous detentions. Failure to adhere to uniform expectations Bullying like behaviour Possession of an item that impairs judgment Physical altercation Bringing in a banned item onto the site Verbal abuse to staff Using Electronic devices to take an image / Video of staff, students without consent. Bringing the school/academy into disrepute Audible photography of members of the school Audible photography of members of staff Sexual/racial harassment Truancy Repeated failure to adhere to instructions Repeated failure to adhere to CODES/ BADGERS 	<p>Stage2</p> <p>Internal exclusion at the school or at an alternative local secondary school</p> <p>(Often at the other 5D school, but not always)</p>	<p>Community service</p> <p>Referral to Progress Leader/ Year Leader/R2L</p> <p>Meeting between Progress Leader /Year leader/R2L parent/carer and student.</p> <p>Restorative Practice meeting</p> <p>Referral to Therapeutic provision.</p> <p>Production of a behaviour intervention plan</p> <p>PSP meeting</p> <p>School contract</p> <p>Meeting between student and Deputy Principal</p> <p>Personalisation.</p> <p>Confiscation to be collected at end of day/ parents required to collect</p>
<ul style="list-style-type: none"> Verbal abuse to staff. 	Stage3	

<ul style="list-style-type: none"> • Theft or vandalism • Fighting. • Dangerous behaviour. • Bullying like behaviour • Physical aggression to another student, staff or member of the community • Seriously disruptive behaviour, • Preventing the progress of learning. • Significant sexual/racial harassment • Possession of an item that impairs judgment • Intimidation of others. Repeated refusal to meet expectations. • Repeated truancy of lessons during the day • Bringing a banned item onto the school/ academy site • Using Electronic devices to take an image. • / Video of staff, students without consent. • Bringing the school/ academy into disrepute • Preventing the progress of learning • Refusal to be searched and absconding 	<p style="text-align: center;">Fixed term exclusion (<5 days cumulative)</p>	<p>Production of a Behaviour Intervention Plan Production of a PSP. School contract. Referral to Wellbeing Provision. Meeting between Parent/Carer, Progress Leader, Deputy Principal, and student.</p> <p>Consideration of supported transfer via managed move protocol.</p>
<ul style="list-style-type: none"> • Illegal activities on the school site e.g., possession of illegal drugs, • Malicious criminal damage. • Persistently poor behaviour resulting in Stage 3 exclusions. • Continued open defiance and refusal to meet school/Academy expectations. • Bringing a banned/illegal item substance onto the school site • Repeated/ serious physical aggression/fighting. • Repeated bullying like behaviour • Significant sexual/racial harassment • Setting off/instigating the fire alarm and school evacuation • Using Electronic devices to take an image. • / Video of staff, students without consent. • Bringing the school/academy into disrepute • Serious poor behaviour that endangers the wellbeing, or learning of students, or ethos of the 5 Dimensions Trust schools. • Refusal to be searched and absconding 	<p style="text-align: center;">Stage 4</p> <p>Lengthy fixed term Exclusion or multiple exclusions (may result in a Risk of Permanent Exclusion meeting with the Principal and Governors)</p>	<p>Possible referral to EP. Possible referral to Bridge Academy. Seeking alternative curriculum (e.g., extended work experience, college courses) where appropriate.</p> <p>Meeting between Parent/Carer, Progress Leader, member of SLT and student to clarify gravity of situation. Consideration of supported transfer via managed move protocol AROE</p>
<ul style="list-style-type: none"> • Serious actual or threatened violence against another student or member of Staff. • Bringing a banned/illegal item substance onto the school site including illegal weapons. • Sexual abuse. • Serious malicious or criminal damage. • Repeatedly setting off/instigating the fire alarm and school/academy evacuation • Persistent and malicious disruptive behaviour. • Supplying/possession of illegal drugs 	<p style="text-align: center;">Stage 5</p> <p style="text-align: center;">Permanent Exclusion/ referral to Alternative Education at Bridge Academy</p> <p>(The school/Academy will follow protocol as outlined in Exclusion from maintained schools, Academies and pupil referral units in England)</p>	<p>Referral to Bridge Academy , and cooperation with, Local Authority to ensure continuity of education.</p>

<ul style="list-style-type: none"> • Persistent poor and disruptive behaviour • Serious poor behaviour that endangers the wellbeing, or learning of students, or ethos of the 5 Dimensions Trust schools. 		
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These are only examples and may change depending on the specific context of the situation, such as age, needs of the students and effectiveness of previous sanctions and rewards. It must be noted that we do not share the sanctions of other students with parents/carers but will confirm that the school/academy policy has been adhered to.

Hazeley Academy and Shenley Brook End– Mobile phones/electronic devices and earphones

Mobile phones are essential part of daily life and lead to students feeling safe on the way to and from school/academy. It is the student’s responsibility to look after their mobiles phones and have them switched off during the day.

- In **Shenley Brook End School**, phones, electronic devices and earphones are **not permitted** to be used from the moment students enter the school gates, until they exit. This includes during social time, such as moving between lessons and over breaks and lunches. Phones must remain out of sight and switched off.
- In **The Hazeley Academy**, phones, electronic devices and earphones are **not permitted** to be used in lessons (without full agreement from staff), corridors, or in any part of the building. **They are permitted** to be used in designated areas (canteen, playground only) of the school during social times **and** when the school day is complete, they may be used in the corridors as students depart the premises. Items will be confiscated when misused.

Upon confiscation the phone electronic devices and earphones will be transferred to school reception for safe keeping will be returned after a period of time. If this is repeated, then parents may be required to come to school to collect the items and support a ban for a temporary period of time.

Appendix 3 SPECIFIC SCHOOL /ACADEMY BASED SANCTIONS

Priory Rise

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of our Priory Rise community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.

Our behaviour system is clearly explained to all children and the behaviour chart is clearly displayed in each class – see examples:

All children start each day on 'the Sun'. If children demonstrate positive behaviours, either social or academic, children's names may be moved up to the rainbow/star/hot air balloon/double rainbow (depending on each individual class). This represents acknowledgement of positive behaviours and choices made that are also acknowledged verbally and recognised with other class members. In addition, adults may send personal messages via Marvellous Me to share/celebrate these positive behaviours with parents.

Under normal circumstances, if a child displays challenging or inappropriate behaviour such as being rude, defiant, disruptive to the learning of others or disrespectful, then the behaviour chart should be used as follows:



- I. A verbal warning will be given
- II. If inappropriate behaviour continues, another warning will be given, and the child will move their name down to the first cloud. A discussion will be had with the teacher, referring to the school Golden Rules and about making the right choices to improve behaviour. A sanction may be actioned e.g., move the child to another table within the class or allow the child time to reflect within the class. Discussions will be age appropriate. If the child makes the right choices and resumes appropriate behaviour, they will return to 'the Sun'.
- III. If inappropriate behaviour continues and further warnings are needed, the child's name will be moved to a further cloud – and finally onto the thunder cloud. At this point the child will be given time in a different classroom and a reflection sheet will be completed (either by the child or with an adult in the case of younger children). Sanctions may also include withdrawal of privileges – e.g., missing break or lunch time.
- IV. Children missing break time/lunchtime, complete a personal, age-appropriate reflection form following any particular incident and discuss this with an appropriate adult – e.g., senior teacher, class teacher, learning mentor – ensuring understanding of positive behaviours that can be employed on future occasions • The child's name will return to 'the Sun' at the end of the school day ready for a new start every day.
- V. If a child is demonstrating behaviours where closer monitoring may be appropriate (i.e., a child is close to being put onto behaviour report monitoring), parents are informed that their child's behaviour has deteriorated, and a discussion takes place to seek parental support and involvement.
- VI. If a child has been on the 'thunder cloud' three times in the course of one week, they are referred to a senior teacher, parents are informed, and they automatically go on report for a minimum of two weeks. Parents are

informed at this stage, and once again, a discussion takes place to seek further parental support and involvement.

- VII. Whilst 'on report,' positive and negative behaviours are recorded on a Behaviour Report Monitoring Sheet which is monitored by a senior teacher at various key points throughout the day. The Headteacher will also be involved at this stage. • At the end of each week on report, children's behaviour is reviewed for the following week. Parents are regularly involved at this monitoring stage. • If behaviours have significantly improved following two weeks of careful monitoring, children will no longer be monitored in this way and return to daily practice.
- VIII. If concerns continue, the child may be referred to the SENCO and be put on the SEN register. (Please see the section below for more details of this.) In some extreme circumstances, children may be automatically referred to a senior teacher or the Headteacher and put on report immediately where appropriate.

Very Serious Breaches of the Behaviour Code or Persistent Poor Behaviour

At **Priory Rise** we consider any of the following to be very serious breaches of our Code of Conduct:

- Persistent bullying.
- Racist behaviour.
- Verbal or physical abuse.
- Behaviour which constitutes a serious health and safety risk to children and/or adults in the school.
- Serious actual or threatened violence against another pupil or a member of staff.
- Wilful and deliberate damage to school premises or property.
- Bringing onto the school premises offensive, dangerous or illegal items or substances.
- Persistent and/or defiant and disruptive behaviour including persistent failure to follow instructions from staff.

In cases where there is a serious breach of the behaviour code the school will immediately contact the parents and conduct a thorough investigation. In some circumstances the school may ask the parents to collect the child immediately: for example, if the continued presence of the child on the premises constituted a risk to the safety, well-being, or education of others. The school has a firm commitment to helping children, in partnership with parents, to improve behaviour. Any form of exclusion is a serious step and is not undertaken lightly by the school. However, the school must consider the health, safety, well-being, and education for the whole school community when dealing with serious breaches of conduct. Where there has been a serious breach of the behaviour code the school will consider exclusion.

There are four types of exclusion which the school may use:

- 1) **Internal exclusion** – this is where a child is not permitted to work in their usual class. They may work alongside an adult on a one-to-one basis or work in another class away from their peers.
- 2) **Lunch time/breaktime exclusion** – this may be used where the behaviour is confined to incidents within the break/lunch time period.
- 3) **Fixed term exclusion.** A child may be excluded for a period of up to six school days. During this period, the school sets work for the child to complete, and arrangements will be made to mark any work returned. The parents have a duty to ensure the supervision of their child during a fixed term exclusion and the child is not permitted to come onto the school premises for the period of the exclusion. Where a child is excluded for 6 days or more or where the number of excluded days in any one term exceeds 15 the governing body must meet to review the use of exclusion. Statutory regulations apply to exclusions of this kind.
- 4) **Permanent exclusion.** This is a very serious step and is very much a last resort. Statutory regulations apply to permanent exclusions and the governors must meet within a specified time to decide whether or not to uphold the exclusion. Reference must be made to the relevant government guidance.

Appendix 4 ANTI-BULLYING POLICY

Principles

Everybody has the right to feel safe in 5 Dimensions Trust schools including when travelling to and from school. Everybody has the right to an education without being fearful that their work will be mocked, that they cannot speak freely or protect their own space, provided that in so doing they do not harm others.

Everybody has the right to expect the 5DT community to protect them from those who would hurt, threaten or torment them. If one has the right to be safe one also has the responsibility to help towards the safety of others. 5DT schools recognise that the stresses placed on those that are bullied can have a detrimental effect on making progress. This has far reaching effects on their emotional health, wellbeing, attendance, educational successes and subsequent life chances.

We aim to work with staff, students and Parents/Carers to create an inclusive learning community where bullying is not tolerated, where we value relationships and work restoratively with young people. At all times we endeavor to be a telling school; bullying continues when it is not reported or when it is not acted upon. 5DT schools will as far as practicable possible to proactively and restoratively deal with the effects of bullying. Please see appendix for school's examples of this.

This policy has been written to reflect the Department for Education latest guidance on preventing and tackling bullying 2017 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

Definition and Response to Bullying

What is bullying?

Bullying is a conscious and willful act of aggression and/or manipulation by one person or people.' ***Bullying is when a group of people or an individual pick on someone with a deliberate, conscious desire to hurt, threaten or torment someone else. It is usually recurring.*** This can be in the form of verbal abuse, physical intimidation or interference with property, or any combination.

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

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**** We are clear to recognise and establish the differences between occasional minor disagreements that occur between children and those of bullying.**

NSPCC define bullying as

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies

(cyberbullying). This means it can happen at any time. Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Types of bullying

- **Verbal abuse** - name calling and gossiping
- **Non-verbal abuse** - hand signs or text messages, emails, messaging Emotional abuse - threatening or intimidating someone
- **Exclusion** - deliberately ignoring or isolating someone undermining - constantly criticising or spreading rumors
- **Physical assaults** - hitting and pushing, punching or having aggressive contact.
- **Cyber-bullying** – this form of bullying is becoming much more prevalent with the rise of social networking and use of mobile internet devices such as phones and tablets.

Cyberbullying will be taken seriously and dealt with in the same way as any other form of bullying. Discrimination, such as bullying related to:

- specific educational needs (SEND) and disabilities
- sexual orientation - homophobic bullying
- home circumstances (for example Young Carer or Child looked after)
- race, religion, or culture
- sexual bullying.

Why are people bullied?

- People are bullied for a variety of reasons – and for no reason.
- Bullying can happen anywhere and usually when there is a difference or perceived difference between the person being bullied and the bully, perhaps through being overweight or underweight, wearing glasses or different clothing, being new to the school, or being unable to afford what is considered to be 'cool'.
- Bullying can take place by individuals or groups; face to face, indirectly or using a range of cyber-bullying methods.
- Prejudice-based bullying – where people are treated with discrimination.

How does 5 Dimensions schools respond to bullying and the promotion of Anti-Bullying behaviour?

To prevent bullying from occurring, we actively promote a bullying free culture at our school. We do this in the following ways:

- Staff model positive behaviour.
- Staff consider children's concerns and take them seriously.
- Positive behaviour is noticed, acknowledged, and praised.
- Circle times/ Form time are used to reflect on and promote positive relationships.
- Anti-Bullying Week is recognised and promoted in November each year through assemblies and PSHE/Life skills Children can identify adult support.

- Weekly time is dedicated to regular circle time and PSHE/Life skills lessons.
- Assemblies are used to promote positive relationships.
- Special programs are used to help and support individuals and groups.
- School has an On-line Safety Policy

The following strategies have been put in place to reinforce the Anti-Bullying ethos across our schools.

- Avoid the use of teaching materials or equipment which gives a bad or negative view of any group because of their ethnic origin, sexual orientation or gender.
- Encourage students to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage students to treat everyone with respect, a key feature in our school's ethos.
- At whole school level – through assemblies, tutor activities and Life Skills lessons when students are informed of the school's approach to, and the actions that will be taken to prevent bullying taking place.
- Anti-Bullying Week in November will be used as an opportunity to raise the profile of this issue.
- At classroom level – especially through Life Skills/ Wellbeing (PSHE) the focus will be on developing strong Anti-Bullying messages. “**be an upstander-not a bystander**” as a key theme.
- SDT schools recognise that there are times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day and deploy duty staff carefully to have a high presence at this time.
- Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- **Peer Mentors** and **Anti Bullying Ambassadors** will be available for those students requiring extra support and be encouraged to organise Anti-Bullying campaigns and discourage the “bystander culture”.
- Stereotypical views and ‘banter’ are challenged by all staff and students encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality (including LGBTI), ability or disability.
- Staff training in recognising bullying and how to act, including reporting systems.
- Recognising and celebrating the diverse nature of our community ensuring they are represented in all facets of academy life.
- A spotlight on classrooms through the reporting of B2 ‘**Unkind comments**’ and B3 ‘**bullying like behaviour**’, through Arbor, which will notify parents and set an appropriate sanction by the class teacher.
- Regular analysis of patterns of behaviour through Arbor and CPOMs regarding the reporting of bullying.

Possible signs of bullying

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, or feigning illness. They may also show a reluctance to go out at break and lunchtime or into an unsupervised area. These students may also be reluctant to walk home when others do. They may show changes in their work patterns, may lack concentration or may even truant from school.

Anti-Bullying Alliance - spotting signs that my child is being bullied.

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc;
- wanting to leave for school much earlier than necessary or returning home late.
- Bullying can have an impact on a child's mental health so if your child is showing signs of serious distress - such as depression, anxiety and self-harm always see a GP.

If you feel your child may be a victim of bullying behaviour, inform the school IMMEDIATELY. Your concern will be

taken seriously, and appropriate action will follow.

Contact the following agencies for support and advice:

Childline: www.childline.org.uk/explore/bullying/pages/bullying.aspx or call 0800 1111 (open 24hrs a day)

Kidscape: Offers advice and guidance, visit <https://www.kidscape.org.uk/advice/>

National bullying helpline [Information and advice about all forms of bullying \(nationalbullyinghelpline.co.uk\)](http://informationandadviceaboutallformsbullying.nationalbullyinghelpline.co.uk)

Helpline 03003230169 Telephone 08452255787

Hazeley Academy & Shenley Brook End – Anti Bullying

To further support our students, Parents/Carers and staff, we run several strategies to encourage the reporting of bullying incidents or perceived incidents, “**Tell, Text, Mail**”; **Tell Someone, Text someone, Email someone.** These strategies are intended to encourage those that are being bullied, or those that think that they are witnessing bullying to come forward and let us know in order that the appropriate action can be taken to stop the bullying in its tracks.

‘TELL SOMEONE’

Students can leave messages in the Year Leader/ Return to Learn (R2L) office space, or student services/reception reporting their concerns about bullying, if they are being bullied themselves or they are worried about friends.

Students are also encouraged to complete a student statement sheet, if they have seen something taking place that concerns them, in the building, on the way to and from the school or perhaps a form of cyber-bullying taking place in the evenings or at the weekends. Students are also encouraged to speak to someone about a concern; their form tutor being the most important and easily accessible adult in the building, Progress Leader or Year Leader/ Learning Mentor in R2L or class teacher.

A drop box can be located in student services where notes can be posted to inform adults that bullying is taking place.

‘TEXT SOMEONE’

Shenley Brook End has a designated bullying text number for students, Parents/Carers and other family members to text should they need to tell someone about a bullying situation. Numbers are publicized in classrooms and student planner/learning passports.

Messages are checked twice each day and will always receive a confirmation text with the issues being addressed the next school day.

Shenley Brook End School 07907398828

‘EMAIL SOMEONE’

There is an email address for students, Parents/Carers and other family members to use, if they have a particular concern about bullying issues. All emails will be acknowledged, and the problem investigated as appropriate as quickly as possible.

Shenley Brook End school Anti-BC@sbeschool.org.uk



On each student desktop computer an Icon is available to enable students to access this email address immediately.

Hazeley Academy website has a dedicated alert that can be accessed 24hours a day. This sits at the front page of our website and is easy to access.



Action to be taken when bullying is reported or suspected

1. The student who is bullied must be offered help within the pastoral structure of the school. Each case must be dealt with discreetly and sensitively. Interviews with parties must take place.
2. The bullied student, bully or bullies should all record the events in writing.
3. The parents of all the students involved should be contacted. Discussion of action strategies must take place, hopefully with parental co-operation.
4. Each case will be dealt with on an individual basis. Depending on the severity of the case various forms of action may be taken. The victim will need support and strategies need to be used to rebuild the student's self-esteem.
5. The student who bullies others however will need time to reflect on their actions and work towards repairing any relationship breakdown through careful restorative and reflective exercises. Counselling is available via Year Leaders, Wellbeing and Therapeutic support and school counselling.

CONSEQUENCES FOR THE PERPETRATOR

By taking one or more of the seven disciplinary steps described below we aim to prevent more bullying. We also work restoratively and place high value on positive relationships to try to help people who have been bullied in the following ways:

- By talking and reflecting about what happened, to discover why they became involved.
- Informing the perpetrator Parents/Carers/Guardians.
- Working restoratively with those involved.
- Check in with the victim at regular intervals
- By challenging prejudiced attitudes.
- Understanding of the needs of the perpetrators and bystanders

Disciplinary steps

1. They will be warned officially to stop offending.
2. The bully's Parents/Carers/guardians will be informed.
3. They may be internally isolated or isolated at another school, 'Off site' provision.
4. They may be isolated at break and/or lunch times.
5. Restorative and reflective work may be set for the bully/perpetrator to complete
6. We may arrange for them to be escorted to and from the school's premises.
7. If they do not stop bullying, they may be externally excluded for a period of time.
8. If they then carry on, they will be recommended for external exclusion for a longer fixed period If they will not

end such behaviour, they may face permanent exclusion.

We will always look to repair any **relationship** breakdown and work **restoratively**, using opportunities for reflection, drawing back upon the 5 Dimensions Trusts guiding principles that we

- know that the differences between us make us even stronger.
- understand honest mistakes occur and learn from them together;
- are positive in our communications and understand their power;
- reward cooperative and positive relationships but understand that sometimes new levels can only be reached through dialectic;
- are humble enough to give and receive support;
- gain fulfilment by playing a positive role in our community

Alternative strategies are also used to help the 'bully' and the 'victim'. These include individual and group counselling, peer group monitoring, safe space and acceptable behavior contracts. Positive approaches to improve behaviour are also used through the 5DT schools stamp and rewards system.

What to do if you are:

A Student

Silence and secrecy encourage bullying; therefore you must tell an adult if you are being bullied, and you should expect that adult to try to do something effective to stop the bullying as soon as practically possible, either that day or the next morning. You can tell someone in a variety of ways; face to face, text, email or writing it down.

You should tell your Tutor or another teacher or adult in the school or your Parents/Carers - or all of them if you wish. If the bullying continues you should tell the teacher and your Parents/Carers again. If you report that you are being bullied you can expect help and support, usually provided by your Tutor or Year Leader. If you witness the bullying of others, you should help by reporting the incident to an adult.

A teacher or member of staff

Members of staff should watch for early signs of distress in students which might be the first signs of worries about bullying that has not yet been disclosed- decline in work standard; frequent minor illness/erratic attendance; reluctance to mix with other students; tiredness.

- All allegations will be taken seriously and those involved will be interviewed and accounts taken.
- Progress Leaders or Senior Leadership Team will determine the relevant sanction and action to be taken to resolve conflict or modify the behaviour of a bully.
- Staff to report alleged bullying via CPOMS as the primary reporting process.

Parent/Carer

Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly or not complete work to their normal standard.

In addition to the numbers detailed above

The Hazeley Academy	Shenley Brook End school
Main reception 01908 555620 enquiries@thehazeleyacademy.com	Main reception 01908 520264 enquiries@sbeschool.org.uk
Mr West Senior Lead for R2L and Anti Bullying	Mrs Rance Senior Year Leader

awest@thehazeleyacademy.com	Mrance@sbeschool.org.uk
Mr Mortimer – Designated Safeguarding Lead omortimer@thehazeleyacademy.com	Mrs Hearty – Designated Safeguarding Lead jhearty@sbeschool.org.uk
Dedicated Anti Bullying email address ab@thehazeleyacademy.com	Dedicated Anti Bullying email address anti-bc@sbeschool.org.uk

Working Together

Parents/Carers/Guardians must help us to ensure we collectively work towards our 5DT guiding principles and have a culture of tolerance and respect by promoting this at home.

Parents/Carers need to contact the school as soon as they think their child is being bullied.

Parents are encouraged to contact the form tutor in the first instance, or use the dedicated anti bullying email address

Most bullying stops immediately if it is dealt with. Students, teachers and Parents/Carers working together can greatly reduce bullying in educational establishments. Additional help is available through our Police Liaison Officer. We encourage parents to notify and work with the school, rather than reporting bullying directly to the police. 5 DT schools have a good relationship with the safer school's police officer and hold regular meetings.

Priory Rise – Anti Bullying

We do not tolerate any form of bullying at Priory Rise School and take firm action to deal with any incidents of any form of bullying.

Our principles in dealing with bullying are as follows:

- We all have the right to feel safe at all times.
- There is nothing so big or so small that we cannot talk to somebody about it.
- We are all responsible for our actions and must accept the consequences of those actions.

Promoting a Bullying Free Culture

To prevent bullying from occurring, we actively promote a bullying free culture at our school. We do this in the following ways

- Staff model positive behaviour.
- Staff consider children's concerns and take them seriously.
- Positive behaviour is noticed, acknowledged, and praised.
- Circle times are used to reflect on and promote positive relationships.
- Anti-Bullying Week is recognised and promoted in November each year through assemblies and PSHE
- Children use 'caring hands' to identify adult support.
- Weekly time is dedicated to regular circle time and PSHE lessons.
- Assemblies are used to promote positive relationships.
- Special programmes are used to help and support individuals and groups.
- School has an On-line Safety Policy

Signs of Bullying

We impress on our children that if they feel unhappy or threatened, they need to speak to someone as soon as possible. We also ask parents to contact the school immediately if they suspect or know that bullying is occurring. Sometimes children do not report bullying, however, their behaviour may indicate that they are unhappy at school and may be being bullied. Signs to look out for:

- A child is unwilling to come to school or even make the journey to school.
- A child's behaviour changes – they become withdrawn, aggressive, or even appear depressed.
- A child is reluctant to join in activities which they have previously enjoyed.
- A child seems to have things go missing such as items of school equipment

Taking Positive Action

When alerted of bullying we take immediate positive action and appropriate measures to ensure that this stops. This will always involve discussion with parents at the earliest opportunity and all incidents are fully investigated. A range of strategies are used to support any victims of bullying and children are supported throughout by their class teacher, senior staff, and where appropriate other members of staff in the school. Where appropriate, outside agencies may be involved to provide further advice and/or support.

We also support children who have been responsible for bullying others and help them to appreciate the impact their behaviour has had on others.

Our approach to dealing with bullying behaviour is as follows:

- We separate the child from the behaviour – in other words it is the behaviour that has been a problem not the child.
- We focus on the child taking responsibility for their actions and that there is always a choice about how to behave and what actions to take
- We talk to the child about how they felt when they were bullying and what led to this behaviour.
- We help the child to cope with situations in different ways, helping them to find different ways of dealing with difficult emotions or situations.

At Priory Rise we help children to develop preventative strategies to avoid bullying situations and this is underpinned by our Behaviour Policy. In all cases of bullying, details of the incident and the action taken in response are recorded in detail on CPOMS.

Bullying is a serious breach of the behaviour code the school and is responded to in line with the Behaviour Policy.

Appendix 5 – Homophobic and Transphobic Bullying factsheet

Homophobic Bullying (including lesbian, gay, bisexual and transgender bullying)

What is homophobic bullying?

Homophobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of a perceived or actual sexual orientation. You do not have to be a lesbian, gay, bisexual, transgender or intersex (LGBTI) person to experience homophobic bullying.

The main factors that influence whether a person is a target of homophobic bullying are:

- People perceive you to have a particular sexual orientation, because you fit lesbian, gay or bisexual stereotypes. These stereotypes are based on a societal bias involving traditional gender roles or traits, which are inaccurate, for example softly spoken boys, and girls with short hair
- You defend the civil rights of sexual minorities
- You have LGBTI friends, parents or family
- You are perceived as being different to your peers or those in your local community
- Or none of the above. The child displaying the bullying behaviour knows such attacks will damage you.

How is Homophobic Bullying displayed?

Like all forms of bullying, homophobic bullying can occur in different ways such as emotional, verbal, physical or sexual. Some of the more common types of behaviour may include:

- Verbal bullying (being teased or called mean names, or having derogatory/inflammatory terms used to describe you, or hate language used against you)
- Being compared to LGBTI celebrities / caricatures / characters that portray particular stereotypes (for example, being compared to Lilly Savage)
- 'Being outed' (the threat of being exposed to your friends and family by them being told that you are gay, lesbian or bisexual even if you are not)
- Indirect bullying / social exclusion (being ignored or left out, for example gestures such as 'backs against the wall')
- Physical bullying (being hit, pushed or kicked)
- Sexual harassment (inappropriate sexual gestures, for example, in the locker room after P.E. or being groped)

with comments such as 'You know you like it!')

- Cyber bullying (being teased, called names and/or threatened via email, text and on Social Networking Sites)

What are the possible effects of homophobic bullying?

All forms of bullying can affect a child or young person's emotional and social wellbeing as well as their physical health. This could lead to withdrawing from social interactions in class or other activities previously enjoyed, academic underachievement, truancy, academy refusal or leaving education earlier than might have happened otherwise. How severe the effects on a particular child or young person can depend entirely on the individual and their coping mechanisms and no two people will respond in the same way.

LGBTI people can face negative attitudes and prejudices in their local communities and research has proven that as a result of this, young LGBTI people are particularly prone to poor mental health. This can lead some LGBTI young people to internalise these feelings (internalised homophobia). This might mean:

- Denial of their sexual orientation to themselves or others or attempts to change their sexual orientation
- Low self-esteem and/or negative body image
- A dislike towards other open or obvious LGBTQ young people
- Shame, depression, defensiveness, anger or bitterness
- Self-ridicule to gain social/peer acceptance
- Risk-taking behaviours including substance misuse
- Self-harm and/or suicidal thoughts

What must we do as a School?

Schools and Academies are required to have measures in place to tackle all forms of bullying amongst students, including homophobic bullying (Equality Act 2010).

Some methods of proactively tackling homophobic bullying in our community may include:

- Policies for both staff and students (equal opportunities, bullying policies etc.)
- including sexual orientation and gender identity issues (see equal opportunities policy)
- Daily reinforcement of the use of positive language and the challenging of inappropriate comments made by staff and students through policy and overall academy ethos etc.
- Awareness raising opportunities for staff and students, including positive imagery/posters and workshops/training delivered through specialist agencies.
- Accessible and diverse support strategies in place to tackle homophobic bullying, including signposting leaflets for helplines, counselling etc., for staff and students.
- Accurate record keeping and tracking.

Support for LGBTI students and staff supporting LGBTI students:

- <http://www.mermaidsuk.org.uk/> Mermaids work to reduce isolation and loneliness for parents and young people dealing with gender issues and empower families and young people with the tools they need to negotiate the education and health services.
- <http://www.gires.org.uk/> GIRES' purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender.
- https://www.cornwall.gov.uk/media/13620644/schools-transgender_guidance_booklet-2015.pdf

- <https://www.theproudtrust.org/resources/research-and-guidance-by-other-organisations/trans-inclusion-schools-toolkit/>

Appendix 6 - CYBER-BULLYING

Cyber-bullying can be defined as “the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else”. More specifically, it can be defined as:

- Actions that use information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm another or others.
- Use of communication technologies for the intention of harming another person
- Use of internet service and mobile technologies such as web pages and discussion groups as well as instant messaging, SMS text messaging or apps such as Snapchat with the intention of harming another person.

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms including: threats and intimidation; harassment or “cyberstalking” (e.g. repeatedly sending unwanted texts or instant messages); vilification or defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; spreading rumors or “gossip”; manipulation; posting threatening, abusive, defamatory or humiliating material on websites, including blogs, personal websites or social networking sites; the use of mobile phone cameras to cause distress, fear or humiliation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of perceived cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy.

It is important that students are made aware of the effects of their actions. In cyber-bullying, bystanders can easily become perpetrators, e.g., by passing on or showing to others, images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. Section 127 can be used as an alternative offence to such crimes for example as hate crime (including race, religion, disability, homophobic, sexual orientation, and transphobic crime), hacking offences, cyber bullying, cyber stalking, amongst others.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then

this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, schools will have no choice but to involve the police to investigate these situations.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- **Impact** – the scale and scope of cyber-bullying can be greater than other forms of bullying.
- **Targets and perpetrators** – the people involved may have a different profile to traditional bullies and their targets.
- **Location** – the any time and any place nature of cyber-bullying.
- **Anonymity** – the person being bullied will not always know who is attacking them.
- **Motivation** – some students may not be aware that what they are doing is bullying.
- **Evidence** – unlike other bullying, the target of the bullying will have evidence of its occurrence.