



## BEHAVIOUR AND EXCLUSIONS POLICY

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Status	Statutory	Date created in this form	April 2012
Any other statutory names for this policy		Date first approved	June 2012
Responsibility for this policy	Deputy Headteacher	Date last reviewed	February 2020 (Govs) September 2021 (HT) and January 2022 (HT)
Governors' Committee with responsibility for its review	T&L Committee	Frequency of review	Headteacher every year Governors every three years
Tick here if Bucks Policy attached in its entirety		To be put on the school website?	Yes
Approval necessary	Whole Governing Body		

### 1. Introduction

This policy has been written with regard to the Education Act 2011 and takes into account previous provisions already made under the Education and Inspections Act 2006.

The main principle underlying our Behaviour and Exclusions policy is to instil in our students self-discipline and a sense of appropriate behaviour. This is achieved through having consistent approaches to rewarding good behaviour and applying a robust sequence of sanctions for those whose behaviour falls short of the high standards we expect of the students at Aylesbury High School.

The creation of a secure and caring environment is the responsibility of everyone within the school community: students, staff and parents/carers. Everyone is of equal value and is to be treated with respect accordingly, regardless of gender, sexuality, disability, cultural, racial, religious, family background or any of the protected characteristics under the 2010 Equality Act.

Great emphasis is placed on developing good relationships throughout the school community, with everyone being encouraged to show respect for the feelings, views and values of others. All students are given the opportunity to explore a wide range of issues, raise their own awareness of social problems, attitudes and prejudices and show tolerance for others.

Bullying and abuse of any kind will **not** be tolerated.

The school is a welcoming place of which we can all be proud, with a positive working atmosphere. Everyone should show respect for the environment, the buildings, grounds, displays of work and the way in which we present ourselves. This includes displaying high standards of behaviour and standards of dress beyond the school gate.

## **2. Rewards**

We hope that every student will experience, at least some time in their career at the school, public recognition and reward for success. There are many opportunities throughout the year to take part in House events, to contribute to school events and to gain recognition for achievement. We operate a recognition and reward system which is reflected in such things as:

- Merit marks and Sixth Form Academy Awards
- Emails home
- Termly draw of students with high numbers of merits/commendations
- Mentions in Highlights
- Comments/grades in marking
- Reports
- Active Tutoring
- Verbal comments which praise and encourage individual students
- Awards presented in assembly and named in assemblies
- School colours
- House colours
- Work on display
- Positions of responsibility
- A Level Celebration Evening
- Press and publicity, including AHS Highlights
- Year 11 lunchtime passes
- Sixth Form privileges
- Breakfast with Headteacher

## **3. Sanctions**

Refer to Appendix A for examples of behaviour resulting in a sanction

When standards are not kept, students must be prepared to take the consequences of their behaviour. If a student needs to be disciplined, it is in the hope that they will take responsibility for their actions and change their behaviour. Activities which lead to sanctions include:

- Failure to complete homework on time in a subject on 2 occasions within a 4 week period
- Failure to attend detentions
- Misbehaviour in lessons
- Lateness to school and to lessons

- Truancy/skipping lessons
- Being found off site without permission/going out without signing out
- Theft
- Verbal and/or physical violence against others
- Bullying and discriminatory behaviour towards others
- Misuse and/or possession of: knives, weapons, fireworks, stolen items, pornographic images, tobacco, solvents, alcohol, illegal substances, legal highs or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Misuse of social media and electronic communication
- Lack of respect for others or the school site
- Bringing the school into disrepute
- Inappropriate behaviour or malicious behaviour towards school staff

Refer to Appendix B for information on dealing with student conduct beyond the school gate.

Most problems are dealt with immediately by the classroom teacher or form tutor. Staff also have the power to confiscate students' property if necessary. In more difficult cases, however, a referral system operates and a number of sanctions may be applied, depending upon the individual student and the type and severity of the behaviour. These include:

- Placing the student in a work or behaviour-based lunch time detention
- Referral to the Year Head, Leadership Team member or Headteacher
- Placing the student in an after school detention (to be issued via the Year Head only)
- Withdrawal of privileges, e.g. detention, denial of trips, visiting speakers, performances, end of year assemblies
- Placing the student on report
- Contacting parents and maybe inviting them into school
- Internal exclusion - student is detained by a member of the Leadership Team, for part or all of the school day
- Managed Move to another School
- Exclusion - suspension or permanent exclusion.

Although the Education Act 2011 gives schools powers to issue all detentions without 24 hours' notice, the school does provide parents with 24 hours' notice when an After School detention is issued, recognising that revised transport arrangements will sometimes be required.

Year Heads who deal with more serious or persistent incidents are linked to a member of the Leadership Team who can provide advice and ensure consistency of approach.

## 4. Exclusions

There are three types of exclusion. Only the Headteacher, or the Deputy Headteacher in their absence, has the right to exclude a student. Parents/Carers are informed, usually by telephone followed by a letter. The student and the parents are then required to meet the Headteacher, or, in their absence, the Deputy Headteacher, when the student returns to school at a reintegration meeting.

- A. **Internal exclusions** - these serve as a serious school sanction directly below a suspension. Internal exclusion is used as a sanction to prevent students from engaging with the school community but without this impacting on their academic learning.

When non-adherence to school expectations is deemed serious enough to warrant internal exclusion, the following procedures follow:

If students are Internally Excluded they are to come to School Reception at 8.45 (or earlier) unless informed otherwise. The day will end at 15.30. All school books for the day's lessons and Chromebook must be brought with the student. Work is provided by class teachers and/or the Head of Year or senior staff.

Upon arrival at Reception students must hand over their mobile phone(s), which will be locked away and returned at 15.30. The student will normally be supervised by a senior member of staff, but this is not always the case. **It is not permitted, under any circumstances, to visit the canteen during break and lunch on an internal exclusion day.** Lunch can be collected at other times but from a limited cold-food menu, other than this food and drinks must be brought in from home.

- B. **Suspensions** - these involve students spending a fixed number of days out of school for serious incidents described in the Behaviour Matrix in Appendix A, such as persistent intimidation of other students, or illegal acts which may require the involvement of the police. In the case of incidents involving theft or illegal substances, the police will be contacted (see Drugs and Incidents Policy).
- C. **Permanent exclusions** - these can only be imposed as a last resort, in response to a serious or persistent breach of this Policy as laid out in the Behaviour Matrix in Appendix A. Parents/carers are immediately informed. It should be noted that a suspension cannot be converted into a permanent exclusion. If a student is to be excluded permanently, this is an entirely separate exclusion.<sup>1</sup>

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<sup>1</sup> In exceptional cases (usually where further evidence has come to light) a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

## 5. Support

Some students may have **special educational needs or a disability** that will require higher levels of support or a One Page Profile. Where particular support is required, a plan is drawn up with the support of the SENDCo, parents/carers and external agencies to ensure that these students can modify their behaviour, access the curriculum and participate fully in school life. Where it is deemed necessary, Risk Assessments for individuals or groups of students are used to support staff in keeping them safe. Multi-Agency assessment will be sought quickly for students who display persistent disruptive behaviour. In all cases, the previous record of the student will be considered and may influence the pattern of sanction applied.

In addition to the above, the school adheres to the DfE's Guidance on Exclusions, updated September 2017, regarding the role of the Governing Body in considering exclusions and in considering the reinstatement of an excluded student.

Where a student's behaviour is causing such concern that exclusion seems likely in the future, she will be placed on a **Pastoral Support Plan** by the Head of Year, which could involve working with outside agencies to provide support for the student.

When an exclusion is put in place, the following procedure applies:

- The school is responsible for sending work home for the first five days of an exclusion.
- In exceptional circumstances, where a suspension is immediately followed by a permanent exclusion, the school is responsible for providing education until the 6<sup>th</sup> day of the permanent exclusion.
- The Local Authority is responsible for providing education from the 6<sup>th</sup> day after a permanent exclusion.
- In exceptional circumstances, formally arranged part-time timetables may be necessary but must be notified to the Local Authority and reviewed regularly.

## 6. Physical intervention/Positive handling

Aylesbury High School complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. This guidance states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent children or young people hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is always unlawful to use force as a punishment.

Headteachers and members of the Leadership Team can use such force as is reasonable in certain circumstances e.g. searching<sup>2</sup> for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks,

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<sup>2</sup> We comply with the Department for Education Guidance, 'Searching, screening and confiscation' - Advice for headteachers, school staff and governing bodies, January 2018.

pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Any searches will take place with an additional member of staff present.

If the use of force is necessary, reasonable adjustments for disabled children or young people with special educational needs will be made.

Any use of force or restraint, should be recorded and signed by a witness and the parent/carer will be informed of the incident.

## **7. How this policy relates to other school policies**

This policy should be read alongside the school's policies for:

Equality, Diversity and Community Cohesion  
Drug Education and Incidents  
Special Educational Needs and Disability  
Child Protection and Safeguarding

## **8. Roles and Responsibilities**

The **Governing Body** is responsible for monitoring:

- that the procedures and strategies related to the school's Behaviour and Exclusions Policy are implemented
- the number of exclusions occurring within the school, how this impacts the school's attendance data and affects students' outcomes.

The Governing Body must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a suspension which would bring the student's total number of school days of exclusion to more than 15 in a term
- it would result in a student missing a public examination<sup>3</sup>.

If a student is excluded from school for between 5 and 15 school days in a single term, and the parents/carers have requested a reinstatement, the governing board must consider reinstatement within 15 school days of the notice of the exclusion.

For suspensions where a student would be excluded for more than five days but less than 15 days in a term, if the parents/carers make representations, the governing board must

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<sup>3</sup> Where an exclusion coincides with an examination, the governing board should, *as far as is reasonably practicable*, consider the student's reinstatement before the date of the exam.

consider whether the student should be reinstated within 15 school days of receiving the notice of exclusion. If no representation is made by the parents/carers, the governing board is not required to meet and cannot direct the reinstatement of the student.

If the student has already returned to school following a suspension, or their parents/carers have made it clear they do not want their child reinstated, then the governing board must still consider if the student should be officially reinstated.

The **Deputy Headteacher** is responsible for:

- overseeing the implementation of the Behaviour and Exclusions Policy
- co-ordinating the Rewards and Sanctions systems
- monitoring and evaluating behaviour through pastoral and academic reviews
- ensuring pertinent questions are included in surveys as part of school self-evaluation

The **Headteacher** is responsible for:

- ensuring that all members of the school community are aware of and comply with the Behaviour and Exclusions Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- using exclusion as a sanction in line with the Behaviour and Exclusions Policy

**All staff (including supply staff)** are expected to:

- understand and consistently apply the school's Behaviour and Exclusions Policy
- deal with incidents that may occur
- enter behaviour incidents and any follow up on SIMS
- make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable
- challenge inappropriate/unacceptable behaviour
- provide students with a good role model

**Students/parents/carers, visitors and contractors** are expected to:

- be aware of and comply with the school's Behaviour and Exclusions Policy

## Appendix A

This acts as a guide to staff, students and parents of the range of possible sanctions for on-site behaviour at Aylesbury High School. Please see the Behaviour and Exclusions Policy for behaviour beyond the school gate. This is not an exhaustive list, and there may be other types of misbehaviour where a sanction may result. If the potential sanction states **SIMS** this refers to a behaviour mark being noted on our school system with the reason noted.

Acronyms: HoY - Head of Year, STL - Subject Team Leader, LT - Leadership Team

### Staff Behaviour Matrix November 2021

Level	Behaviour	Actions to be taken	Potential sanction
B1	Low level behaviour such as: <ul style="list-style-type: none"> <li>• Lateness to school/lessons/form period</li> <li>• Non-confirmation to dress code expectations of clothing/uniform, jewellery or make-up, <i>including not wearing a lanyard in Sixth Form</i></li> <li>• Late/poor/missed class work and/or homework</li> <li>• Lack of equipment</li> <li>• Disruption of learning environment of others, eg eating in classrooms</li> <li>• Minor misuse of Chromebook</li> </ul>	Any staff that observes this behaviour to enter mark on SIMS.  Form tutors to note minutes late on SIMS. If students arrive after registration ends, they must sign in.	SIMS mark and discussion with form tutor
	Repetition of B1 offence	PSA to alert HoY when 3 marks accumulated	20 minute HoY detention at lunchtime <i>or loss of Sixth Form privilege</i>
	Failure to complete homework on 2+ occasions in a 4 week period	Teachers to enter a missing homework mark on SIMS	Wednesday Lunchtime detention given by PSA.
B2	Repetition of B1 and B2 offences or behaviour such as: <ul style="list-style-type: none"> <li>• Talking out of turn in class</li> <li>• Sustained or offensive misuse of Chromebook/ device</li> <li>• Using mobile phone in school. <i>Sixth Form - inappropriate use of mobile phone contrary to rules in Sixth Form handbook</i></li> <li>• Rudeness to staff</li> </ul>	Any staff that observes this behaviour to enter mark on SIMS. Phone confiscated until end of the day, given to PSA. Sixth Form HoY will decide when phone can be collected by student.	20 minute HoY detention at lunchtime <i>or loss of Sixth Form privilege</i>
B3	Repetition of B1 B2 B3 B4 offences or heightened level of seriousness of above offences <ul style="list-style-type: none"> <li>• Isolated anti-social behaviour or lack of respect for others, inc staff, students and environment. One-off significant unkindness to another student</li> <li>• Verbal abuse. One off use of discriminatory language</li> <li>• Truancy</li> <li>• Deliberate missing of an appointment/meeting/ detention with a staff member</li> <li>• One-off deliberate misuse of social media or technology</li> </ul>	HoY to investigate, take statements ( <i>where appropriate</i> ) and put a mark on SIMS. Discuss sanction with LT link <i>or Head of Sixth Form</i> .  PSA to send after school detention letter home and enter detention on SIMS	Education work and reflection written <i>or</i> After school detention <i>and possible loss of Sixth Form privileges</i>

	<ul style="list-style-type: none"> <li>• Three or more HoY detentions in a half term</li> </ul>		
B4	<p>More serious and sustained misbehaviour described above or:</p> <ul style="list-style-type: none"> <li>• Bullying of any nature *</li> <li>• Threatening behaviour/intimidation</li> <li>• Persistent discriminatory abuse</li> <li>• Failure to attend after school detentions</li> <li>• Smoking/vaping</li> <li>• Theft</li> <li>• Damage to property or injury to others</li> </ul>	<p>HoY to take statements and put a mark on SIMS.</p> <p>Discuss sanction with LT link <i>or Head of Sixth Form</i></p>	<p>Internal isolation Parents informed Letter saved to SIMS Reintegration meeting with HT or DHT in their absence.</p>
B5	<p>More serious and sustained misbehaviour described above or:</p> <ul style="list-style-type: none"> <li>• Possession of illicit or illegal substance(s)</li> <li>• Possession or consumption of alcohol</li> <li>• Peer on peer abuse</li> <li>• Bringing the school into disrepute</li> </ul>	<p>HoY to record on SIMS and report to LT link.</p> <p>Arrange appropriate internal and external support</p>	<p>Fixed term exclusion Parents informed, letter saved to SIMS and reintegration meeting with HT or DHT in their absence.</p>
B6	<p>Persistent serious and sustained misbehaviour described above or:</p> <ul style="list-style-type: none"> <li>• Use or threat of use of an offensive weapon</li> <li>• Sale/purchase of an illicit or illegal substance</li> <li>• Physical assault of staff/students</li> <li>• Significant damage to school property</li> <li>• Sexual misconduct</li> </ul>	<p>HoY to record on SIMS and report to LT link.</p>	<p>Permanent exclusion Parents informed External agency intervention</p>

\* Bullying includes 'appearance or health condition', 'cyber', 'intimidation', 'physical', 'race, religion or culture', 'SEN or disabilities', 'sexual orientation', 'threatened', 'written' or 'other'.

### Student Behaviour Matrix November 2021

Level	Behaviour	Potential sanction
B1	<p>Low level behaviour such as:</p> <ul style="list-style-type: none"> <li>• Lateness to school/lessons/form period</li> <li>• Non-confirmation to dress code expectations of clothing/uniform, jewellery or make-up, <i>including not wearing a lanyard in Sixth Form</i></li> <li>• Late/poor/missed class work and/or homework</li> <li>• Lack of equipment</li> <li>• Disruption of learning environment of others, eg eating in classrooms</li> <li>• Minor misuse of Chromebook</li> </ul>	<p>SIMS mark and discussion with form tutor</p>
	<p>Repetition of B1 offence</p>	<p>20 minute HoY detention at lunchtime <i>or loss of Sixth Form privilege</i></p>
	<p>Failure to complete homework on 2+ occasions in a 4 week period</p>	<p>Wednesday Lunchtime detention given by PSA.</p>
B2	<p>Repetition of B1 offences or behaviour such as:</p> <ul style="list-style-type: none"> <li>• Talking out of turn in class</li> <li>• Sustained or offensive misuse of Chromebook/ device</li> <li>• Using mobile phone in school. <i>Sixth Form - inappropriate use of mobile phone</i></li> </ul>	<p>20 minute HoY detention at lunchtime <i>or loss of Sixth Form privilege</i></p>

	<p><i>contrary to rules in Sixth Form handbook</i></p> <ul style="list-style-type: none"> <li>• Rudeness to staff</li> </ul>	
B3	<p>Repetition of B1 and B2 offences or heightened level of seriousness of above offences</p> <ul style="list-style-type: none"> <li>• One-off anti-social behaviour or lack of respect for others, inc staff, students and environment. One-off significant unkindness to another student</li> <li>• Verbal abuse. One off use of discriminatory language</li> <li>• Truancy</li> <li>• Deliberate missing of an appointment/meeting/ detention with a staff member</li> <li>• One-off deliberate misuse of social media or technology</li> <li>• Three or more HoY detentions in a half term</li> </ul>	<p>Education work and reflection written or After school detention <i>and possible loss of Sixth Form privileges</i></p>
B4	<p>More serious and sustained misbehaviour described above or:</p> <ul style="list-style-type: none"> <li>• Bullying of any nature *</li> <li>• Threatening behaviour/intimidation</li> <li>• Persistent discriminatory abuse</li> <li>• Failure to attend after school detentions</li> <li>• Smoking/vaping</li> <li>• Theft</li> <li>• Damage to property or injury to others</li> </ul>	<p>Internal isolation Parents informed Letter saved to SIMS Reintegration meeting with HT or DHT in their absence.</p>
B5	<p>More serious and sustained misbehaviour described above or:</p> <ul style="list-style-type: none"> <li>• Possession of illicit or illegal substance(s)</li> <li>• Possession or consumption of alcohol</li> <li>• Peer on peer abuse</li> <li>• Bringing the school into disrepute</li> </ul>	<p>Fixed term exclusion Parents informed, letter saved to SIMS and reintegration meeting with HT or DHT in their absence.</p>
B6	<p>Persistent serious and sustained misbehaviour described above or:</p> <ul style="list-style-type: none"> <li>• Use or threat of use of an offensive weapon</li> <li>• Sale/purchase of an illicit or illegal substance</li> <li>• Physical assault of staff/students</li> <li>• Significant damage to school property</li> <li>• Sexual misconduct</li> </ul>	<p>Permanent exclusion Parents informed External agency intervention</p>

\* Bullying includes 'appearance or health condition', 'cyber', 'intimidation', 'physical', 'race, religion or culture', 'SEN or disabilities', 'sexual orientation', 'threatened', 'written' or 'other'.

## Appendix B

### Students' conduct outside the school gates

Teachers have the power to discipline students for misbehaving outside of the school premises 'to such an extent as is reasonable'.

The School will follow the Behaviour and Exclusion Policy, including the sanctions imposed on students, in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Teachers may discipline students for:

- misbehaviour when the student is:
  - taking part in any school-organised or school-related activity

- travelling to or from school
- wearing school uniform
- attending another school as part of a managed move or secondment
- in some other way identifiable as a student at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another student or member of the public
  - could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## Appendix C

# ANTI-BULLYING STRATEGY June 2022

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### Aims

Bullying of any kind is unacceptable at Aylesbury High School and no-one should be a bystander if bullying is observed. We strongly believe that all students should:

- feel safe
- enjoy both their lessons and free time out of class
- be able to achieve their full potential
- experience a safe, friendly, respectful and inclusive environment
- have positive self-worth and confidence in themselves
- develop essential personal and social skills
- become good citizens

This strategy should be read alongside the following:

- Behaviour and Exclusions
- Child Protection and Safeguarding
- The AHS [Procedure](#) for Responding to a Prejudice-related incident
- The AHS [student version](#) of the Anti Bullying Strategy produced by our Agents For Change and ID groups alongside Equaliteach.

### Communication and Review

The school's expectations are communicated to all members of the school community through assemblies, student notices, staff bulletins, tutor time activities and L4L. Students are reminded of what constitutes acceptable behaviour throughout the year and Anti-Bullying Week in November of each year provides a platform for this information to be shared.

The School also conducts surveys which include opportunities to review and evaluate levels of bullying as part of Key Stage Pastoral Reviews and the whole school survey.

### Definition of Bullying

Bullying is any repeated behaviour which is deliberately intended to hurt, undermine, threaten or frighten another person or group of people. It happens repeatedly and can continue over time. It involves a real or perceived power imbalance.

Bullying can occur through many different types of anti-social behaviour and/or social aggression. This includes (but is not limited to):

- Physical abuse eg. Hitting, punching, kicking, pushing, pinching, spitting, unwanted and/or inappropriate physical touching ie sexual harassment and/or assault
- Emotional abuse eg social exclusion, "gas-lighting", making threats, undermining
- Damage to property

- Theft or extortion
- Graffiti
- Cyber-bullying/online bullying - as well as the verbal abuse and social exclusion already mentioned (which can also be done online) other examples of cyberbullying include
  - Creating and sharing embarrassing or malicious images or videos
  - “Trolling”
  - Voting in abusive polls
  - Setting up hate groups/sites, encouraging young people to self-harm
  - Creating fake accounts, hijacking or stealing online identities to embarrass another pupil or cause trouble using their name
  - Verbal abuse eg. Name calling, insulting, verbal sexual harassment, using prejudice related language

NB dismissing any of this as “banter” will not be tolerated. A dictionary definition of banter is “the playful and friendly exchange of teasing remarks”. The Anti-Bullying Alliance usefully points out to young people that “It’s NOT banter if...

- o You would be upset if someone said it to you
- o It’s hurtful
- o You’re not friends
- o Someone’s asked you to stop
- o The target isn’t laughing
- o It focusses on someone’s insecurities”

### **Prejudice-related Incidents**

If a pupil is being bullied because of one or more of their **protected characteristics** (this includes perceived characteristics), then it is recorded as a **prejudice related incident**, as well as bullying and is dealt with according to our procedure for dealing with prejudice related incidents.

### **Reporting**

If someone is being bullied, we want our students to care enough to report it. We encourage them to take one or more of the following actions if they are being bullied or if they observe someone being bullied:

- Tell the bully or bullies to stop. Make it clear that you find their behaviour offensive. If you cannot do this, remove yourself from the situation.

- Talk to someone you trust.
- Report the incident to a member of school staff or complete the Report a Concern form on the student homepage of the school website.

## **Signs and Symptoms of Bullying**

Whilst bullying should be considered a possibility and investigated accordingly, it may not be the cause of one or more of the characteristics below. The list below is not exhaustive and implausible excuses for any of the concerns require careful consideration. A person may display:

- mood or behavioural changes; appear nervous, anxious, withdrawn or lack confidence
- self-injury anger aggression, unreasonable behaviour
- low attendance, reluctance to attend school or particular lessons
- difficulty sleeping
- anxiety relating to going to school in the morning or travelling to and from school
- a decline in school work
- regular missing or damaged items
- a frequency in asking for money
- unexplained cuts or bruises
- bullying behaviour towards others

## **Investigation**

All instances of bullying will be investigated, with careful thought given to:

- the safety of all parties involved
- the needs of those directly involved
- preventing the situation from escalating
- the appropriateness of taking a multi-agency approach in the event of a serious incident
- the correct recording of the incident
- an appropriate sanction being applied
- reflection and education work

## **Procedure**

When an incident is reported:

- Students and staff directly involved will be asked to write an account of what happened. A member of staff (HOY or SLT) will then meet with the students concerned to discuss the incident in more detail.
- We will ensure that students feel safe and will ask staff to keep students apart in lessons and offer a safe space for lunch and break times.
- Sanctions will be applied in accordance with the school's Behaviour and Exclusions Policy using the school's Behaviour Matrix.
- Parents, of both parties, will be contacted in all instances of confirmed bullying.
- The tutor and other relevant members of staff will be informed accordingly.

- Incidents will be recorded on the relevant student files on CPOMS and SIMS and also on our separate bullying record.
- Pastoral staff to follow up with students who have experienced bullying in the past and remind staff about any actions required.

## Day-to-day Responsibilities

Governors will:

- monitor the number of incidents of bullying reported on a term by term basis
- monitor the implementation of this strategy
- review the strategy alongside the Behaviour and Exclusions Policy

Staff will:

- support the implementation of this strategy
- be positive role models and promote positive behaviours by the way in which they speak to, and treat others
- know and understand the signs and symptoms of bullying
- be vigilant about bullying
- be aware of [Ofsted's findings in their 2021 report](#), that peer on peer abuse occurs in all schools
- take instances of bullying seriously and report concerns promptly
- investigate reports with an open mind
- record instances of bullying and any follow up on SIMS
- monitor the weekly behaviour report for patterns in bullying
- offer support to victims and education work to perpetrators of bullying
- monitor bullying situations after they have been resolved

School will:

- promote the anti bullying strategy by:
  - discussing bullying in L4L lessons, starting in Year 7 where the anti-bullying strategy is introduced and then reinforced in lessons on Friendship, Racism, LGBT and online safety. It is then revisited in the following years eg Year 8 online safety and in the introduction to Year 9 L4L.
  - involving students in the review of the anti-bullying strategy
  - a student-friendly version of the anti-bullying strategy prominently displayed.
  - Display other [posters](#) to ensure that students know how to challenge discrimination
- provide various [clubs and activities](#) at lunchtimes for students to attend and can act as a safe space

### Students will:

- support the implementation of this strategy
- engage with the review of this strategy on an annual basis
- feel encouraged, supported and able to report incidents of bullying, by either completing the Report A Concern form or speaking to their:
  - o Tutor
  - o Head of Year
  - o Student Ambassador or other peer
  - o Subject teacher
  - o Wellbeing Team
  - o Matron
  - o SENDCo
  - o Member of the leadership team
  - o Parent
  - o Other responsible adult

### Parents will:

- support the school in its implementation of this strategy by:
  - o understanding that the school will investigate all instances of bullying.
  - o encouraging their child to report any instances of bullying promptly.
  - o working in partnership with the school to move forwards following an investigation.



**childline**

ONLINE,  
ON THE PHONE,  
ANYTIME

childline.org.uk  
0800 1111

### Are you being bullied?

If you are being bullied, or you are not ready to make a report to CEOP, you can talk to Childline anonymously online or on the phone - No worry is too big or too small.

[Visit Childline](#)

The Anti-Bullying Strategy was created in October 2018 and reviewed in March 2022 with the aid of EQUALTEACH (equality training and consultation) and our Agents for Change working group (made up of students in all years groups). After consultation with staff this final version was completed in June 2022.