



Behaviour Policy (Including Anti-Bullying Policy)

Date Reviewed: March 2026
Next review by: March 2027
Person Responsible: S Healy

Aims	2
Core Values	3
The Principles	3
Routines	3
Rewards	4
Relationships	5
Restorative approaches	5
School/Academy based Sanctions.....	6
Legal framework in which we work	6
An Overview of Staff Powers/Legal Framework	11
Robust approach to sexual harassment and sexual violence.....	14
Appendix 1.1 - SPECIFIC SCHOOL /ACADEMY BASED REWARDS - Hazeley Academy and Shenley Brook End.....	15
Appendix 1.2 - SPECIFIC SCHOOL /ACADEMY BASED REWARDS - Walton High – Brooklands and Walnut Tree	16
Appendix 2 SPECIFIC SCHOOL /ACADEMY BASED SANCTION - Hazeley Academy and Shenley Brook End.....	18
Appendix 3 SPECIFIC SCHOOL /ACADEMY BASED SANCTIONS - Walton High – Walnut Campus and Brooklands Campus	20
Appendix 4 - ANTI-BULLYING POLICY	25
Appendix 5 - Hazeley Academy & Shenley Brook End – Anti Bullying	27
Appendix 6 - Walton High – Walnut Tree and Brooklands – Anti Bullying	28
Appendix 7 – Homophobic and Transphobic Bullying factsheet.....	34
Appendix 8 - CYBER-BULLYING	36
Appendix 9 – MK Behaviour Charter	38
Appendix 10 –5DT Secondary schools mobile phone policy - Mobile Device Usage Procedure...	39

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.

All schools in Milton Keynes firmly believe in promoting the '**Behaviour Charter**' and will collaboratively work alongside other schools, parents, and pupils to best support the young people of Milton Keynes. 5 Dimension Trust schools are committed to supporting this. ([Appendix 10](#))

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 Rs. **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 recognition and **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 canteen/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 feel 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 school routines throughout the day. These are shared in assemblies, tutor time, Personal Development and other lessons .

Rewards

5 Dimensions Trust schools' ethos of encouragement is central to the promotion of good behaviour.

Recognition/Rewards 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/Positive Points 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
- Celebration mornings
- Celebration events recognising most improved and high achievers
- Sharing the success in class or assemblies.
- Verbal praise in class, corridors or in presence of parents.
- Positive On-Call
- Tangible extrinsic rewards for students (basketballs, football, table tennis)
- Meetings with members of the senior leadership team.
- School magazine, Head Teacher Blog, and website updates.
- Social media updates such as 'Tweets 'via Twitter, YouTube or Facebook.

- End of term celebratory assemblies and prize giving.
- Headteacher award
- House/Year/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.

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
- 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.**

Sanctions 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 lead 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 Educational Needs, attendance and Anti-Bullying policy has been incorporated. – please refer to local school policies.

School/Academy staff training

Regular training for staff is provided on behaviour and working with students, this includes working with students with SEND and identified needs, 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 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 perpetrator and the victim
- Make reasonable adjustments according to the student and their 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 their 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 but are not limited to:

- bringing vapes, cigarettes, matches lighters to school.
- stealing
- swearing at teachers or other staff; threatening staff
- hitting or hurting another student or member of staff
- bringing to school/using an item as a weapon
- bringing drugs or alcohol into 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
- Failing to comply with a Risk Assessment

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 to school, 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. In all cases we expect parents to work proactively at the point of readmittance, and in instances where a parent is unable/unwilling to attend the return to class would be risk assessed on an individual basis.

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 team, 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, (AROPÉ) 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 Phil Harman Executive Principal – Ms K Hughes

[Bridge Academy - Home](#)

Jonathan's

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.

In 5 Dimensions schools' students are required to complete a reflection booklet usually before returning to lessons. Students may be asked to complete this in full following an incident.

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. Where the governing board is legally required to consider the reinstatement of a suspended or permanently excluded pupil, the guidance now states that more than 1 friend or representative can be permitted to accompany the parents/carers and their child

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. Remote meetings can be refused if there is a safeguarding concern following a risk assessment which means remote meeting won't allow full participation or can't be held fairly and transparently. The role of an independent review panel (IRP) is "to review the governing board's decision not to reinstate a permanently excluded pupil"

Off-site direction

Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.

During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. This code is used to indicate that the pupil is absent with leave to attend the other school at which they are registered.

When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances. Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education.

A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction.

Parents will be notified in writing about an off-site direction, as soon as practicable and no later than 2 school days before the placement begins and must include the following information. The address where the educational provision will be provided

- The person the pupil should report to when they first attend the provision
- The number of days the requirement is to be imposed
- The reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
- Where 2 sessions per day are provided, what time the morning session starts, the afternoon session ends and the break between them starts and ends, or
- Where a single session per day is provided, what time the session starts and ends

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](https://www.coramchildrenslegalcentre.com). 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, Nicotine pouches
- 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.

Mobile phones and headphones/devices are **not to be seen, heard or used** in any 5 Dimensions Trust school and will be confiscated by staff. Where evidence/balance of probability it has breached the behaviour policy students mobile phones can be confiscated and searched and where necessary handed to the police.

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. Restrictive interventions including use of reasonable force, in schools

Members of staff have the power to use restrictive interventions including the use of reasonable force in schools (see updated DFE guidance April 2026 guidance for schools in England)

There are times when the use of restrictive interventions including reasonable force and seclusion will be necessary and lawful, for example to keep individuals and the wider community safe, prevent a student committing an offence, injuring themselves or others or damaging property and to maintain the good order and discipline in the school.

Please see relevant policy for further details.

Separation of pupils for safeguarding purposes

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils.

Decisions, including to temporarily forbid a pupil from attending its premises for safeguarding reasons, are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

The local authority must arrange education for the pupil if the school itself or the pupil’s parent does not do so

This is not an exclusion on disciplinary grounds. The school should inform parents of the reason why the pupil has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy).

The governing board should also be notified without delay and ensure this is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises.

It is important to note that in physically separating a pupil from one or more other pupils schools must specifically consider their duties under the Human Rights Act 1998 and the Equality Act 2010 and the Keeping children safe in education guidance. The public law principles of acting reasonably, rationally and in a procedurally fair manner must also be followed.

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 have 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 made clear to students in each school, however they are promoted individually in schools through Hazeley '**CODES**' or Shenley Brook End '**Values and The Shenley Way**'. Both schools use the student diary/ planner as a central system for recording behaviours and home school communication. SBE use Arbor for pretty much everything for positives and negatives now.

House points/positive points are awarded within lessons and extracurricular activities. In addition, students can earn points for meeting their Target Grade, leading learning, excellent attitude and attendance, 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.
- At Hazeley Red stamps and associated focus weeks E.g., Year 11 'pace & challenge' weeks, Yr. 9 Prime weeks.
- At Hazeley Red stamps – 5 in a day
- Progress/Pastoral leader praise and recognition
- 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
- Weekly rewards raffles
- Shenley Shout Outs
- Termly Leadership Group Breakfasts
- 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 can reach their full potential and learn in a nurturing environment, there are high expectations for every lesson. Students 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 either the student planner (Hazeley) or directly on Arbor (SBE), 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/diary should also be recorded. (Hazeley Only, phone call or email at SBE)

Appendix 1.2 - SPECIFIC SCHOOL /ACADEMY BASED REWARDS - Walnut Tree

Achievement points are clearly aligned to the school values of A place to **belong**, **learn** and **achieve** and are awarded in line with our school's behaviour charter. Points collected feed into the rewards which can be earned. Recognition of effort, improvement or attainment can be issued by all staff. See below our example.

All Staff • Verbal praise – in lesson or in the corridor/whilst on duty • Achievement points that recognise behaviours in line with school values • Positive reward postcard to students • Positive reward postcard sent home • Email to parent to acknowledge good work or behaviour • Phone call to parent • Email to form tutor • Star of the week for the subject • Display students' excellent work • Nominate a student for a reward certificate under category for that term e.g. Term 1 Belong, Term 2 Learn Term 3 Achieve • Sharing the success in class or assemblies. • Progress/Pastoral leader praise and recognition • Meetings with members of the senior leadership team • House events and competitions. • Weekly rewards raffles	Form Tutor Queue Jump pass - End of the week from tutor for most achievement points that week Subject Leader To decide on the top two students per term in their subject to be nominated for certificate in rewards assembly Pastoral Leader Reward Awards Assembly - Each Term Overall Winner for the Awards Assembly chosen by Pastoral Lead. Awards Per Year group will be developed 2026 2027 for Years 7-10 Year 11 Passport to the prom which Takes into account achievement points, negative points, attendance, punctuality, and exclusions. Year 11 exam awards evening Post 16 Awards evening	Progress leaders and SLT recognition Earned by Achievement Points • Bronze Badge (~300) -certificate, badge, sweet • Silver Badge (~700) -certificate, badge, sweet • Gold Badge (~1000) -certificate, badge, sweet • Platinum (~1500) -certificate, badge, sweet Afternoon tea Principal's Recognition • Principal's newsletter acknowledges students' achievements inside and outside of school • Social media praise	Whole School Attendance Certificate – 100% - per term Termly Rewards Based on Achievement Points and Overall Behaviour • Christmas – Christmas movie in the Venue • Leadership team breakfast • Bowling Trip – Reward for Pastoral leads and SSLs to recognise the top 12 students during that half term • Pizza parties • Summer – Inflatables on the field – Top 40 of each year group • Thorpe Park Trip – top 50 achievers in each year group
---	--	---	---

Achievement Points

As a school, we believe in celebrating effort, achievement and encouraging pupils to aspire to exceed our expectations and more importantly, their own. Achievement points are a very powerful tool for staff to use. A pupil whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact within the school community.

Staff can award achievement points on Arbor using the R System. If a student has not received an R1, 2 or 3 they should have received a C1, 2 or 3. No student is anonymous.

‘every student, every lesson’

Achievement	Awarded by & Frequency	Examples	
RECOGNISE +1 Recognition is given when a student has met expectations	✓ Tutor ✓ Teacher ✓ LSA ✓ SSL ✓ Progress Leader ✓ SLT Students should receive these for all lessons sessions where they meet expectations	• Making Expected progress • Putting effort into a task • Answering a question • Working well with others • Being punctual • Having correct equipment	• Verbal praise • Inform for tutor • Arbor achievement points
REWARD +2 A Reward is given when a student has gone beyond expectations	Any member for staff who sees expectations being exceeded: ✓ Tutor ✓ Teacher ✓ LSA ✓ SSL ✓ Progress Leader ✓ SLT Those students who go above and beyond should receive these for all lessons/sessions where they have ‘gone the extra mile’.	• Exceeding expected progress • Putting extra effort into a task • Giving a thoughtful response to a question • Supporting others • Volunteering to help • Extra-curricular participation	• Points shop • Postcards home • Teacher/tutor phone call home • Specific PL postcards handed in person with a chocolate bar • Specific SLT postcards handed out in person whilst on call
RECOMMEND +3 A Recommendation is given when a student has a notable achievement.	Any member for staff who sees a notable achievement: ✓ Tutor ✓ Teacher ✓ LSA ✓ SSL ✓ Progress Leader ✓ SLT For a minority of students who have achieved something notable and impressive that deserves recommendation.	• Far Exceeding expected progress • Remarkable independent effort into a project • Posing a really challenging question to others • Standing up for someone else • Being an ambassador for the school • Extra-curricular achievement	• Subject specific rewards per half term/term certificates • Sporting achievement certificates • Celebration assembly per half term – subject and tutor nominations (certificate and badge), PL to decide overall belonging, learning, achieving (amazon or cinema voucher) • House competitions • 100% attendance • SLT hot chocolate

Certificates 200 points - Bronze badge plus certificate / 400 points - Silver badge plus certificate / 600 points - Gold badge plus certificate

Appendix 2 SPECIFIC SCHOOL /ACADEMY BASED SANCTION - 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	Be Kind
O	On time	Be Respectful
D	Do as asked on first time of asking	Work Hard
E	Equip for learning	
S	Succeed and Progress	

- **B/N1** – Discussed with the class teacher, recorded in Arbor
- **B/N2** – 30/15 (SBE) minute detention after school the next day, recorded in Arbor. At SBE student is removed for an N2
- **B/N3** – Removed from the classroom, 60/15 (SBE)-minute detention after school the next day, recorded on Arbor. At SBE N3 is an escalation of a behaviour policy, such as culture and diversity, sexual respect or anti-bullying

On call/X1 required if a student refuses to be 'corridor parked/ curriculum parking. – A senior member of staff, visibility/On-Call or learning mentor will remove the student from the lesson. This could also apply for one off incident in the school of a serious nature.

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 – 15-minute same day detention	Stage 2	B2 - 30-minute (x3 in a week) detention Bullying like behaviour
Stage 2	N3 – Escalation of a behaviour policy	Stage 2	B3/On Call - 30-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

Appendix 3 Brooklands Academy

At Brooklands Academy our guiding behaviours are based on everyone being Ready, Respectful and Safe. When these behaviours are shown consistently, learning is free from disruption and students feel happy and safe. To achieve this, we use the following code system.

Chance, Choice Consequence is a three-step procedure that is consistent for every member of staff to use

Exclusion Stages

Description	Code	Examples of student behaviour	Action / Potential Support
Chance	C1	Low level warning	Verbal warning (record in Arbor, no narrative needed)
Choice	C2	Formal warning	Seat move, (record in arbor, must include narrative)
Consequence	C3	Final warning - Next teacher intervention will result in On Call/corridor park	Next day 30 min detention. Record in Arbor with Narrative
Bullying like behaviour	BLB	Repeated targeting a student, unkindness, taking possessions.	Record the code in Arbor and CPoms the narrative
Internal exclusion within the school or at an alternative local secondary school	C4	Refusal to follow instructions Dangerous behaviour Vandalism/theft Bullying like behaviour Sexual/racial/gender harassment Physical altercation Bringing in a banned item onto the site Verbal abuse to staff Bringing the school academy into disrepute	Referral to Progress Leader Meeting with SSL/Progress Leader Restorative Practice meeting Referral to intervention pathway Production of a Pastoral Support Plan School contract Meeting between student and Assistant Principal Any further relevant interventions from SEND/Safeguarding/Attendance
Fixed term exclusion (<5 days cumulative) with work provided	C5	Repeated Refusal to follow instructions Dangerous behaviour Vandalism/theft Bullying like behaviour Sexual/racial/gender harassment Physical violence Bringing/using a banned item on the site Verbal abuse to staff Bringing the school academy into disrepute	Referral to Progress Leader Meeting with SSL/Progress Leader Restorative Practice meeting Referral to intervention pathway Production of a Pastoral Support Plan School contract Meeting between student and Vice Principal Any further relevant interventions from SEND/Safeguarding/Attendance Referral to Alternative Education

All exclusions will be supported with restorative work The specific context of the student and the situation (such as age, needs of the students and effectiveness of previous intervention) will be considered when issuing an appropriate sanction. 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.

Appendix 4 Walnut Tree

Belong. Learn. Achieve.

At Walton High, our guiding expectations are based on students being **Ready, Respectful and Safe**. When these expectations are consistently demonstrated, learning is free from disruption, and all members of our school community can thrive.

To support positive behaviour, Walton High uses a clear and consistent **Chance, Choice, Consequence** approach. This ensures that expectations are applied fairly by all staff and that students understand the consequences of their choices.

Chance, Choice, Consequence:

Stage	Code	Description	Examples of Behaviour	Action / Sanction
Chance		Verbal Warning	Low-level disruption, off-task behaviour, failure to meet classroom expectations.	Verbal reminder of expectations. Opportunity to correct behaviour.
Choice	C1	Formal Warning	Behaviour that continues after a verbal warning relating to Ready, Respectful or Safe expectations.	Second warning issued. Behaviour logged on Arbor and parent/carer notified.
Consequence	C2	Behaviour Referral	Continued failure to meet expectations after a C1 warning.	20-minute same-day reflection after school. Recorded on Arbor and parent/carer notified.
	C3	Serious Behaviour Referral	Repeated disruption or more serious breaches of school expectations.	30-minute next-day reflection. Recorded on Arbor and parent/carer notified.

C2 Categories	C3 Categories
C2 Ready	C3 Ready
C2 Disrupted Learning	C3 Disrupted Learning
C2 Punctuality	C3 Truanting a Lesson
C2 Mobile Phone Confiscation	C3 Mobile Phone Hand-In Refusal
C2 Respect	C3 Respect – Inappropriate Language
C2 Safe	C3 Safe – Unsafe Actions
C2 Unkind Behaviour Towards Another Student	C3 Bullying-Like Behaviour

Students will receive additional support and intervention, including restorative conversations, Year Team meetings, behaviour support plans, parent/carer meetings, referrals to SEND, Safeguarding or Attendance teams, and involvement from Senior Leaders where appropriate.

Exclusion Stages

Examples of student behaviour	Stage	Potential Support
- 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/Values. - Failure to adhere to uniform expectations	Stage 1 Recognition of a persistent behaviour issue. Student is at risk of an exclusion	Department Report Tutor Report and Mentoring Positive Report Target Report Detention Confiscation to be collected at end of day/ parents required to collect. Telephone call between teacher / Personal Tutor / Progress/Pastoral Leader and parent/carers Community service
- 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/ Values	Stage 2 Internal exclusion at the school or at an alternative local secondary school (Often at the other 5D school, but not always)	Community service Referral to Progress Leader/ Year Leader/R2L Meeting between Progress/Pastoral Leader /Year leader/R2L parent/carers and student. Restorative Practice meeting Referral to Therapeutic provision. Production of a behaviour intervention plan PSP meeting School contract Meeting between student and Deputy Principal Personalisation. Confiscation to be collected at end of day/ parents required to collect
- Verbal abuse to staff. - Theft or vandalism - Fighting. - Dangerous behaviour. - Bullying like behaviour - Physical aggression to another student, staff or member of the community - Seriously disruptive behaviour,	Stage 3 Fixed term exclusion (<5 days cumulative)	Production of a Behaviour Intervention Plan Production of a PSP. School contract. Referral to Wellbeing Provision. Meeting between Parent/Carer, Progress/Pastoral Leader,

• 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 lesson or tutor time s 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		Deputy Principal, and student. Consideration of supported transfer via managed move protocol.
• 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	Stage 4 Lengthy fixed term Exclusion or multiple exclusions (may result in a Risk of Permanent Exclusion meeting with the Principal and Governors)	Possible referral to EP. Possible referral to Bridge Academy. Seeking alternative curriculum (e.g., extended work experience, college courses) where appropriate. Meeting between Parent/Carer, Progress/Pastoral Leader, member of SLT and student to clarify gravity of situation. Consideration of supported transfer via managed move protocol AROE
• 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.	Stage 5 Permanent Exclusion/ referral to Alternative Education at Bridge Academy	Referral to Bridge Academy , and cooperation with, Local Authority to ensure continuity of education.

• 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 • Persistent poor and disruptive behaviour • Serious poor behaviour that endangers the wellbeing, or learning of students, or ethos of the 5 Dimensions Trust schools.	(The school/Academy will follow protocol as outlined in Exclusion from maintained schools, Academies and pupil referral units in England)	
--	--	--

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.

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 the 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/Emotional Bullying** - name calling and gossiping.
- **Social Bullying** - deliberately ignoring or isolating someone undermining - constantly criticizing or spreading rumors.
- **Physical Bullying** - 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. Text messages, emails or messaging others.

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
- Arbor codes that are linked to unkindness and Bullying like behaviour

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.
- At classroom level – calling out and not accepting 'banter' or discriminatory comments
- 5DT 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 ‘**Unkind comments**’ and ‘**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://informationandadviceaboutallformsofbullying.nationalbullyinghelpline.co.uk)

Helpline 03003230169 Telephone 08452255787

Appendix 5 - Hazeley Academy 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 or Mail**”; **Tell Someone or 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/Pastoral 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.

'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@sbe5d.com

The Hazeley Academy ab@haz5d.com



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.



Appendix 6 Shenley Brook End – Anti Bullying

Students are frequently taught how to Be Kind, Be Respectful and Work Hard in line with our school values. Through form time, assemblies, lessons, the annual Anti-Bullying Conference, formal and informal conversations students are reminded about Bullying like Behaviours and what behaviours this includes.

They are encouraged to report anything they see or experience. As part of our annual Year 7 Anti-Bullying Conference students are encouraged to make a pledge to support Anti-Bullying at SBE with a golden thread throughout linked to our school values.

Our SBE Anti-Bullying Pledge

As a Shenley Student I will, with my words and actions,

WORK HARD to help Shenley to be a place where bullying is never accepted or tolerated.

Where KINDNESS and RESPECT for ALL are the norm.

Where bystanders become upstanders and reporting bullying is the first step to resolving bullying.

I will WORK HARD to help those effected by bullying find the support they need...

I will KINDLY give some of my time and energies to ensure this happens.

What is Bullying?
 Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Types of Bullying

Physical Bullying Physical bullying is the use of physical actions to intimidate and gain control over a target. Any form of touching that a person does not want and continues more than once can be bullying and also a possible sexual assault.	Verbal Bullying Verbal bullying is repeated slandering, ridiculing, or speaking bad of a person or group of people, addressing abusive and offensive remarks to a person or group of people in a sustained or repeated manner; it can include shouting at others in public and/or in private.
Social Bullying Social bullying is when a person tries to hurt another person's relationships or reputation or purposefully excludes someone. Part of human nature is the desire to feel accepted as a member of a group. This harms the targeted person's mental health because it affects their sense of belonging. Social bullying can happen online or in person.	Cyber-Bullying Cyber bullying can be overt or covert bullying behaviours using digital technologies including electronic devices such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms. Even if this happens outside of school, we can act on it in school if it is causing somebody worries about coming to school.

Tell Us:
 Anti-Bullying Ambassadors
 Form Tutor, Teacher, TA, MDS
 Year Leader or Pastoral Leader
 Email: Anti-bc@sbe5d.com

Tell Them:
 Parents and Carers
 Extended Family
 Friends
 Childline

We are kind, We are respectful, We work hard

"Growing a vibrant community of exceptional people"

Bullying-like Behaviour - BLB

To further support and encourage a culture of teaching students to **work hard to be kind and respectful** towards other, as a school we regularly deliver education about Anti-Bullying through various elements of school life such as our SBE Behaviour Curriculum, assemblies, form time programme, Anti-Bullying Conferences, Life Skills, PSHE and RPE lessons, themed weeks and curriculum days such as Anti-Bullying Week, Diversity week and Culture Day. Where possible Anti-Bullying themes are woven cross-curricular into all subjects. We also regularly give teachers guidance and training on what bullying like behaviours look like and those that may be witnessed.

BLB Arbor Codes – If an incident of unkindness is witnessed by staff a Bullying like Behaviour (BLB) incident narrative is recorded on Arbor to inform parents/carers, form tutor and pastoral team. This results in a 20-minute detention. The student would be expected to complete a reflection alongside the member of staff on detention duty or a member of their pastoral team to help the student to identify if they felt their actions were kind and respectful. Restorative conversation between students would be facilitated by the pastoral team if and/or when appropriate.

Examples of BLB – Unkind, verbal or online comment towards another student, teasing/making fun of another student, defacing someone's property, hiding someone's property, spreading rumours or unkind information about someone, purposefully excluding someone from a group, comments passed off as "banter" which are upsetting, physical unkindness passed off as "banter" (pushing, slap to arm, throwing of objects etc). There are a variety of examples of this which can be referred to with students during discussions around their reported behaviours.

Student Reporting

Students are encouraged to **"Be an Upstander, Not a Bystander"** if they witness any type of Bullying Like Behaviour. Students are able to report Bullying in the following ways:

- Form tutor, Teacher, TA, MDS
- To a member of the Year Team/ Pastoral Team
- To a trusted adult
- Via an Anti-Bullying ambassador
- Through the Anti-bullying email address Anti-BC@sbe5d.com

Appendix 6 Walnut Tree– Anti Bullying

Walton High has established Antibullying Ambassadors in year 7 with a plan to roll out throughout all years. Ambassadors meet regularly with the Antibullying safeguarding lead to discuss climate and specific issues. They are students that actively advocate for Antibullying across the school and support others when needed.



Ambassadors are trained to provide support for students on three key areas:

- 1) How to support students to seek advice
- 2) Direct students to self-report using school systems
- 3) Report Bullying on other people's behalf using the correct channels
- 4) Promote awareness of Antibullying through

‘TELL SOMEONE’

Students have access to any member of staff email and can contact a trusted member of staff at any time using Microsoft 365. The tutor is at the heart of a student's life at Walton High and is best placed to address all student concerns both formally and informally. All staff have a responsibility to report any form of Antibullying behaviour using CPOMs so it can be addressed. Whilst we encourage students to go to their tutor first there are other people that a student can speak to, having built a positive Relationship.

- The form Tutor
- An Antibullying Ambassador
- The Behaviour Support Assistant for the Year group
- The Head of Year
- A member of the Pastoral Support Team or Student Services

‘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.

Brooklands campus bl-antibullying@mket.org.uk

Walnut Tree campus wt-antibullying@mket.org.uk

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 improving 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 report alleged bullying via CPOMS as the primary reporting process.

In addition to the numbers detailed above

The Hazeley Academy	Shenley Brook End school
Main reception 01908 555620 enquiries@haz5d.com	Main reception 01908 520264 enquiries@sbe5d.com
Senior Lead for R2L and Anti Bullying Mr West awest@haz5d.com	Senior Year Leader Mrs Paul spaul@sbe5d.com
Designated Safeguarding Lead Mr Hall Rhall@haz5d.com	Designated Safeguarding Leads Miss Rance – mrance@sbe5d.com Mr Southwell – ssouthwell@sbe5d.com
Dedicated Anti Bullying email address ab@haz5d.com	Dedicated Anti Bullying email address anti-bc@sbe5d.com
Walton High – Walnut Tree	Walton High – Brooklands
Main reception 01908 677954 Enquiries@wh5d.com	Main reception 01908 677954 Enquiries@wh5d.com
Safeguarding Team Mr Read jread@wh5d.com	Safeguarding Team Mr Jevon LJevon@WH5D.com
Designated safeguarding lead Mrs Robson-Brown Lrobson-brown@wh5d.com	Designated safeguarding lead Mrs Murphy Lmurphy@wh5d.com
Dedicated anti bullying email address wt-antibullying@wh5d.com	Dedicated anti bullying email address bl-antibullying@wh5d.com

Working Together

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.

Appendix 7 – Brooklands Academy Anti-Bullying Policy

Brooklands Academy has established Antibullying Ambassadors in Years 7, 8 and 9. Anti-Bullying Ambassadors meet regularly with the Antibullying safeguarding lead and support school events and the Year 6 transition process. These students act as role models and advocate for Anti-bullying throughout the school.

Our Anti-Bullying Ambassadors were actively involved in creating the Brooklands Academy Anti-Bullying Handbook and slogan that forms the core of Brooklands Academy's approach to anti-bullying. Every Year 7 student is issued with an Anti-Bullying handbook when they attend the anti-bullying assembly in the first half term of the academic year.

Antibullying Ambassadors are trained to provide support for students on:

- How to support students to seek advice if they believe they or somebody else is being bullied
- Where to direct students who want to log bullying incidents using our self-report systems
- Reporting bullying on behalf of others
- Helping create an anti-bullying culture

To support efforts to prevent bullying incidents, we regularly deliver Anti-Bullying education through our behaviour curriculum, assemblies, form time programme, Year 7 Anti-Bullying Conference, PSHE, RPE lessons, themed weeks, Anti-Bullying Week, Diversity week and Culture Day. Where possible Anti-Bullying themes are woven into the curriculum. We provide regularly give teachers guidance and training on what bullying like behaviours look like and those that may be witnessed.

Reporting Bullying

Students can report bullying using our online bullying report form or by approaching any member of staff in person. We encourage students to raise any concerns about bullying-like behavior's with their form tutor or Student Support Leader in the first instance. However, they are free to approach any member of staff who they feel most comfortable speaking to about the situation. All reports of bullying-like behaviour or alleged bullying are recorded on CPOMS by the member of staff who receives the information as soon as practicable. These are triaged by the Anti-Bullying Safeguarding Lead and investigated by the member of staff they are allocated to. If there is a risk of immediate harm to a student or the member of staff deems the information received requires urgent intervention, they will contact the Safeguarding team immediately. If there is nobody available in Safeguarding, the concerns must be shared with a Progress Leader or a member of SLT.

Actions to be taken when bullying or bullying-like behaviours are reported

When a report of bullying is received, the student named as the victim will always be spoken with a written account taken, our anti-bullying policy is victim-led. Therefore, any follow-up will be informed by the wishes of the young person and their parent(s)/guardian(s) and discussion of action strategies will take place with parental co-operation wherever possible.

Each reported incident of bullying will be dealt with on an individual basis any sanctions issues will be in line with the school's behaviour policy. Support will be put in place for any victims of bullying, and we will do restorative work with any student engaging in bullying or bullying-like-behaviour to help them understand the impact of their actions and help them prevent making the same poor choices again. These can include working with the Pastoral, Intervention or Safeguarding teams, or with external agencies.

Where necessary, we will identify any bystanders who enabled the bullying to take place and offer them some education in line with our anti-bullying slogan, "When we see wrong, we do right".

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

Appendix 8 – 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 9 - 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, 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.

Appendix 10 – MK Behaviour Charter

Milton Keynes Behaviour Charter

As a collective of schools across Milton Keynes we believe that every child deserves the right to a good education. For us to achieve this it is imperative that schools, parents and pupils all work together to ensure positive outcomes. All schools in Milton Keynes firmly believe in this Behaviour Charter and will collaboratively work alongside other schools, parents, and pupils to best support the young people of Milton Keynes.

We believe that:

- All pupils should feel safe, physically and emotionally, in their school;
- All pupils should feel welcome in their school;
- All pupils should feel able to thrive in their environment.

To achieve this the charter expects that:

- All pupils, parents and staff should treat everyone in the school with respect, tolerance and kindness;
- All pupils, staff and parents should know, understand, and adhere to their school values and rules;
- All pupils should follow the behaviour policy in force in their school with positive intention;
- All pupils should try, at all times, to be the best that they can be and should acknowledge, and take responsibility for their actions, when something has gone wrong;
- All parents/carers should support and work with the school to encourage their child/ren to adhere to their school's behaviour policy and this Charter.

Milton Keynes' schools believe that all pupils deserve a disruption free learning environment. Schools and the professionals within them will not tolerate behaviour that goes against the aims of this Behaviour Charter. Poor behaviour within Milton Keynes schools may include, but is not limited to:

- Rudeness and defiance;
- Truancy;
- Persistent disruptive behaviour;
- Intimidating, threatening and physical behaviours to both peers and staff;
- Bullying (all schools have agreed to the Anti-Bullying alliance definition of bullying).

We encourage all parents to engage fully with the school if they are concerned about any aspect of their child's experience at school. Every school has a complaints policy which should be used to its full capacity before any other action is taken by parents.

All schools in Milton Keynes will have their own policies which staff, parents and pupils adhere to. As professionals we will deploy a number of different strategies to support and promote positive behaviours whilst still holding the Milton Keynes Behaviour Charter at the forefront of our collective aims.

Our clear purpose is to make a long-lasting difference to young people of Milton Keynes. We will work with parents and pupils to achieve the best academic outcomes as well as guiding and supporting them to becoming happy, productive, and successful members of society.



Appendix 11 –5DT Secondary schools mobile phone policy - Mobile Device Usage Procedure

Mobile phones are an essential item for students, and we understand that in today's society they are a vital tool for safeguarding, communication, learning and every day jobs such as paying for items etc... whilst we understand this, we also recognise that in 5 Dimension schools, they are not permitted.

Mobile Device Policy for Year 7–Year 11 Students

Our guidelines are clear. Mobile devices are **not allowed** to be used during the school day. Our expectations are simple: **'not seen, not used or not heard' during the school day.**

Not seen, heard, or used is the key message. This gives clarity of understanding. If a student is seen with a mobile device (mobile phone or headphones) it will be confiscated by a member of staff.

Mobile devices can be confiscated by all members of staff at the school, but we will work proactively to provide clear messaging and understanding through explaining the reasons **why** we are adopting a mobile/device free building.

We recognise that very occasionally a parent may need to contact their child during the day. This can be done through the main reception (details in appendix of 5 Dimension schools), where we will endeavour to pass on your message.

Reasonable adjustments will be made for a small number of students that may require the usage of a mobile phone/app during the day, for example for a **long-term medical reason, or part of a wider SEND EHCP**. Where evidence backs this up, individual arrangements will be made through members of the pastoral team (and or matron/ school nurse and SENCO). No student will be permitted to openly use mobile phones in classrooms, corridors, or social times.

In the event that mobile phones are misused and confiscated, please see appendix 2 detailing each schools own systems for returning a phone/device

Mobile Device Policy for Sixth Form Students

In the sixth form, students have the privilege of being able to bring mobile phones into school and use them for work but only in certain places within the school, this includes:

- The classroom with the teacher's permission E.g., as part of research for their own work
- Sixth form work areas

Sixth form students **MUST**:

- **Set an example** to the rest of the school by not using their phones around school – this includes **NOT** using them for playing music.
- Keep their mobile phones in pockets/bags and not use around school at all.
- Mobile phones devices and headphones must **NOT** be seen at all on the corridors / main entrance/ foyer areas.
- Turn phones off/keep on silent – this is to not disturb others and to set that example to the lower school students.
- **NOT** wear headphones when walking around the building.

Any breach of these rules will result in a confiscation and the above consequences applied.

As part of sixth form induction process and clear messaging, schools sixth form team will share rules and guidance around mobile devices and phones with students to ensure they have clarity of understanding.

Staff

It is expected that all school staff act as role models and do not use their phones during the day in the corridors or in front of students.

Use of Mobile devices at 5 Dimension schools

- 1.1.** 5 Dimension schools have established the policy for mobile devices procedure that provides teachers, support staff, students, parents and carers guidelines and instructions for the mobile phones on school site whilst ensuring our environment and climate is disruption free.
- 1.2.** Students and their parents or carers must read and understand the mobile phone policy before students are given permission by their parents or carers to bring mobile devices in bags on site.
- 1.3.** Residential trips and visits will be given specific guidance based on the duration, distance, and type of trip by the trip leader.
- 1.4** The procedure covers all students from Years 7 to 13 with specific guidance for students in Year 7 – Year 11, and then Sixth Form Students.

2. Rationale

- 2.1.** 5 Dimension Trust recognises that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also concern about children travelling alone on public transport or commuting across the city to school.
- 2.2.** It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently.
- 2.3.** Whilst students who become ill during the day may wish to use their mobile phones to contact parents during break or lunch, they should use the established procedure via On-Call and medical support to seek permission to be collected if illness requires a student to be collected from the school/academy. Only Matron/ school nurse can give permission for a sick child to be collected from school, and not students calling parents themselves.

3. Responsibility

- 3.1.** It is the responsibility of students who bring mobile devices to the school to abide by the guidelines outlined in this document.
- 3.2.** The decision to provide a mobile device to their children should be made by parents or carers. We expect parents to support the banning and usage of mobile devices whole heartedly during the school day.
- 3.3.** Parents/carers should always make themselves aware if their child takes a mobile device to school. Should contact need to be made during the school day with your son/daughter please contact the school reception via phone or email who will endeavour to pass on your message.
- 3.4.** Parents/carers must recognise the high monetary value and attractiveness of mobile devices and other technology. In allowing their children to bring items of such value into school and whilst the school will do everything to mitigate against loss, theft of damage, it is the parents/carers that must carry the risk were there to be such an unfortunate occurrence.

4. Theft, damage, and safety

- 4.1.** Students should mark their mobile devices clearly with their names if they choose to have one stored in their bag.
- 4.2.** To reduce the risk of theft during school hours, students who carry mobile devices are to keep them in bags where they can be well concealed and not 'advertise' they have them.
- 4.3.** Mobile devices that are found in the school and whose owner cannot be located should be handed to Student Services/ reception.
- 4.4.** Students should protect their phone numbers by only giving them to friends and keeping a note of who they have given them to. This can help protect the student's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text, and picture messages.
- 4.5.** Except where negligence can be proven in a court of law, the school accepts no responsibility for replacing lost, stolen, or damaged mobile devices.
- 4.6.** Except where negligence can be proven in a court of law, the school accepts no responsibility for students who lose or have their mobile devices stolen while travelling to and from school.
- 4.7.** Lost and stolen mobile phones in the U.K. can be blocked across all networks making them virtually worthless because they cannot be used. It is recommended that parents keep a record of the **International Mobile Station Equipment Identity** or **IMEI** number of any phones in their child's possession to enable this.

5. Inappropriate conduct

- 5.1.** Any student/s caught using a mobile phone to cheat in exams or assessments will face disciplinary action.
- 5.2.** Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action according to our behaviour policy.
- 5.3.** Students with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using messages, taking/sending photos or objectionable images, and phone calls. Students using mobile phones to bully other students and/or any member of staff will face appropriate sanctions according to the school behaviour policy.

Monitoring

All members of staff will monitor the use of mobile devices in accordance with this procedure.

Hazeley Academy
<u>Sixth Form students</u> Permitted to use a mobile device at the teacher's discretion in lessons and in the designated sixth form study areas of the hub and pavilion. They should not be used or visible in lessons or the Q zone without permission from the teacher, or when transitioning between lessons or free time. This also applies to headphones. <u>Consequences of having a mobile phone/device earphone confiscated.</u> The following applies for the entire academic year. a) 1st time confiscation – student collect end of day from student services. b) 2nd time confiscation – Parents contacted by student services to inform of the confiscation and invited to collect Friday of that week between 3.15pm – 4.15pm c) 3rd time confiscation - Parents contacted to inform of the confiscation and invited to collect Friday of that week between 3.15-4.15pm and a mandatory 2-week mobile phone ban. Conversation with member of leadership team to discuss a way forward. Student services will add notes to Arbor of all phone confiscations throughout the day. In the unlikely event a student refuses to hand over a mobile device, they will be placed into our Reflection Unit until they hand over the mobile device, with parents potentially being asked to come in and support the academy and its stance on mobile devices. This will involve dialogue with the Progress Leader/ R2L on the best way forward to ensure there is not a repeat occurrence. In the rare occasion a student persistently refuses to hand over a mobile phone or device to members of staff, that student may receive a suspension, immediate or next day in line with our behaviour policy. This will involve parents collecting the student and agreeing at a re-admittance meeting on the best way forward to ensure there will not be a repeat occurrence. The likely outcome is a mobile device ban for a fixed period.

Shenley Brook End school
<u>Sixth Form students</u> 1. Sixth Form students are permitted to use their phones in Sixth Form only places and lessons with staff permission 2. The Sixth form areas are - Fishbowl, Sixth form study areas (Sixth form library, cafe, Study Hub, Phase 3 study area) 3. If a Sixth form student uses their phone in non-Sixth form areas their phone will be confiscated: a. The phone is confiscated b. It is put into the Sixth Form office and a note is made c. After the third time of confiscation the student is put onto the official Sixth form disciplinary route d. There are three tiers to this with three letters that go home e. If a student has their phone confiscated and the third Disciplinary letter goes home, the Head of Sixth Form will invite parents in for a meeting f. If a student then has their phone confiscated again they will leave the Sixth Form (at this point the student would have had their phone confiscated for the 6th time)

Consequences of having a mobile phone/device earphone confiscated.

The following applies for the entire academic year.

- a) **1st time confiscation** – student collect end of day from inclusion.
- b) **2nd time confiscation** – Parents contacted by student services to inform of the confiscation and invited to collect the phone from Form Tutor, Pastoral Leader or Year Leader.
- c) **3rd time confiscation** - Parents contacted to inform of the confiscation and invited to collect. Mobile phone ban in place for mandatory 2 weeks and plan for way forward discussed with year Pastoral Leader/Year Leader/Senior Leader.

Reception will add notes to Arbor of all phone confiscations throughout the day and log this internally.

In the unlikely event a student refuses to hand over a mobile device, they will be placed into our **isolation area** until they hand over the mobile device, with parents potentially being asked to come in and support the academy and its stance on mobile devices. This will involve dialogue with the Pastoral Leader/Year Leader on the best way forward to ensure there is not a repeat occurrence.

In the rare occasion a student **persistently refuses** to hand over a mobile phone or device to members of staff, that student may receive a suspension, immediate or next day in line with our behaviour policy. This will involve parents collecting the student and agreeing at a reintegration meeting on the best way forward to ensure there will not be a repeat occurrence. The likely outcome is a mobile device ban for a fixed period.

Walnut Tree and Brooklands

Sixth Form students

Permitted to have and use a mobile phone and/or wireless tech and devices within lessons are at the teachers discretion. They should **not be** used or visible in lessons without permission from the teacher. Post-16 students may only use Mobile Phones and/or wireless tech in the Post-16 study area only and this can only be for work purposes. The Post-16 study is staffed should students need to contact home and the area is fully equipped with IT services to complete work. Outside of this area the rules for the rest of the school apply and phones/devices and earphones are not allowed around the school including cafeteria areas.

Consequences of having a mobile phone/device earphone confiscated.

The following applies for the entire academic year.

- 1st time confiscation** – student collect end of day from Student Services.
- 2nd time confiscation** – Parents contacted by student services to inform of the confiscation and a warning given that if confiscated again parental pick up will be required
- 3rd time confiscation** - Parents contacted to inform of the confiscation and invited to collect from main reception. Mobile phone ban in place to discuss with Head of Year

In the unlikely event a student refuses to hand over a mobile device, the year team will be notified for pickup of phone. In the event of a refusal a detention will be issued, and the phone will be confiscated to student services, following usual procedure. If a student continues to refuse to hand in the mobile

device, then time in isolation will be given until the student complies. Parents potentially could be asked to come in and support the academy and its stance on mobile devices.

In the rare occasion a student **persistently refuses** to hand over a mobile phone or device to members of staff, that student may receive an internal isolation or suspension, immediate or next day in line with our behaviour policy. This will involve parents collecting the student and agreeing at a reintegration meeting on the best way forward to ensure there will not be a repeat occurrence. The likely outcome is a mobile device ban for a fixed period.