

INSPIRING FUTURES

Macmillan  
Academy

# BEHAVIOUR POLICY



## **POLICY DETAILS**

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<b>Staff name and job title:</b>	Rachel Coning – Headteacher
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## **POLICY REVISION AND APPROVAL HISTORY**

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## **1. INTRODUCTION**

- 1.1 This policy has been written to reflect 'the government's ambition to create high standards of behaviour in schools so that children can learn and thrive in a calm, orderly, safe and supportive environment.'
- 1.2 Our aim is to promote good behaviour so that we can fulfil our mission statement of 'inspiring every student to succeed.' We want our students to be young people that we are all proud of: to be people who take responsibility for their actions, who respect themselves and others, who look after each other and who develop into caring, active citizens. Good behaviour is central to the good education that students will receive in the academy. Students need to behave well so that the academy can provide the calm atmosphere and safe environment needed for children to learn and thrive. Being taught how to behave well is vital for children to succeed personally and for them to thrive within the school community.
- 1.3 The role of parent/carers is crucial in helping the academy to develop and maintain excellent behaviour. Parents/carers have an important role in supporting the academy's Behaviour Policy and reinforcing it at home. The academy places great importance on building and maintaining positive relationships with parents and we aim to work together to celebrate positive choices and respond to difficulties through constructive dialogue and shared strategies. Where necessary, we involve families in reviewing specific behaviour support and interventions which have taken place.
- 1.4 Our key values are:
  - Pursuit of excellence in teaching and learning
  - Developing a whole education
  - Promoting student health and wellbeing
  - Inspiring students for future employment.

These values can only be achieved by expecting and insisting on the very highest standards of behaviour.

- 1.5 All staff at the academy will use their professional judgement to follow the behaviour policy fairly and consistently. They will act as role models to ensure that a positive and purposeful learning environment is created, and that the academy is a supportive place to learn and develop. Staff will ensure that students are taught the expectations (including academy rules and systems, routines and the consequence systems) through assemblies, registration and in lessons. Students will also be taught why these expectations are important. In conjunction with parents/carers (and where necessary other outside agencies), staff will provide the care and support required to enable students to succeed academically and to develop personally.
- 1.6 The policy is based on advice, contained in the following documents from the Department of Education:
  - Behaviour and Discipline in Schools - [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools)
  - Searching, Screening and Confiscation: advice for schools - [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation-at-school)

- Suspension and Permanent Exclusion Guidance - <https://www.gov.uk/government/publications/school-exclusion>
- Use of Reasonable Force in Schools - Use of reasonable force in schools - GOV.UK (www.gov.uk).

## **2. THE ROLE OF ACADEMY LEADERS, STAFF AND GOVERNORS**

2.1 All leaders, staff and governors share responsibility for fostering a positive and inclusive behaviour culture. Highly visible middle and senior leaders will be the norm, and they will routinely be engaged with students and parents on setting and maintaining the behaviour culture of the academy.

Leaders will ensure that all new staff to the academy are inducted clearly into the academy's behaviour culture to ensure they understand how best to support students to participate in creating the culture of the academy.

Leaders will take responsibility to provide appropriate training for staff at all levels to meet their duties within the Behaviour Policy. This training will be aligned with the ITT Core Context Framework, the Early Career Framework and the reformed suite of National Professional Qualifications. 'Classroom climate' is an underpinning element of our teaching and learning model and is a constant focus. The academy will also ensure that staff have adequate training on more specialist areas, such as how certain special educational needs, disabilities or mental health problems may at times effect a student's behaviour.

2.2 Staff have an important role in developing a calm, positive and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should teach and model expected behaviour and positive relationships, so that students can see examples of good habits and are confident to ask for help and support when needed. They should also constantly challenge students to meet the academy's expectations and maintain the boundaries of acceptable conduct.

2.3 All staff should communicate the academy norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the academy culture and how they can uphold the academy rules and expectations.

2.4 Governors review updates made to the Behaviour Policy. They will monitor its impact, ensure that the policy is non-discriminatory and also ensure that the expectations within the policy are clear and communicated clearly to staff, students and parents.

## **3. THE ROLE OF STUDENTS**

3.1 All of our students have the right to learn in an environment that is calm, safe, supportive and where they are treated with dignity. With this right comes the responsibility to contribute positively to the learning and wellbeing of others. To help achieve this, every student will be made aware of the academy's Behaviour Policy standards, expectations and consequences. Staff will ensure that students are taught the expectations (including academy rules and systems, routines and the consequence systems) through assemblies, registration and in lessons. Students will

also be taught why these expectations are important. Students will be regularly reminded about expectations in relation to this behaviour policy.

While these expectations are not exhaustive, they give an indication of the conduct required of students.

3.2 Students are ambassadors of the academy. We expect the highest standards of behaviour of our students in lessons, around the academy and in the community when students are acting as role models and representatives of the academy.

3.3 In lessons, students need to:

- Be ready to learn
- Show good manners
- Try their best.

3.4 We want all of our learners to be able to:

- Communicate
- Actively listen
- Ask questions
- Collaborate
- Ask for and respond to feedback
- Reason
- Practice/rehearse
- Make connections
- Organise learning
- Monitor and reflect on progress
- Set targets.

3.5 Around the academy, students need to:

- Be polite
  - Wear appropriate uniform and have the basic equipment needed for lessons
  - Follow the one-way system and try to stay on the left-hand side of corridors
  - Remain in the designated area during lunch time
  - Follow dining room routines
  - Be punctual
  - Be respectful to staff and other students and treat each other well
  - Follow staff instructions
  - Be welcoming to visitors
  - Work with staff to ensure that everybody respects the site and looks after it.
- Students and staff will use equipment and facilities properly and everybody should clear up after themselves.

3.6 Outside of the academy, students need to:

- Act as good role models and represent the academy in a positive manner
- Ensure that they do not display poor behaviour whilst travelling to and from the academy or whilst wearing the academy uniform
- Make sure that they do not bring the reputation of the academy into disrepute on social media
- Continue to look after each other by not participating in online bullying.

Students will explicitly be taught about what good behaviour looks like through: tutorial, assemblies and the PSHE programme. We want our students to develop strong character traits which will stay with them throughout their lives. Students will become familiar with the term 'RESPECTFUL' which we will use to remind them of the qualities we would like them to develop. Cultivating strong personality traits and essential attributes at secondary school helps build respect, trust and confidence whilst providing a framework for making important decisions and choices.

Resilient  
Empathetic  
Successful  
Proud  
Enthusiastic  
Confident  
Trustworthy  
Friendly  
Upbeat  
Listeners

- 3.7 All students are expected to behave well towards each other, treating each other with dignity and respect.

Following any report of child on child sexual violence or sexual harassment, online or offline, the academy will follow the safeguarding principles set out in the academy's Child Protection and Safeguarding Policy.

The Designated Safeguarding Lead (DSL) or Deputies (DDSLs) will be the most appropriate person(s) to advise on the academy's response.

Sexual violence and sexual harassment are never acceptable and will not be tolerated.

The academy will never diminish or normalise sexually abusive behaviour (including sexually abusive language). The academy will strenuously advocate for high standards of conduct in this regard.

The academy will respond assertively to sexually inappropriate behaviour. Students whose behaviour falls below the behaviour expected of them can expect to receive an appropriate sanction.

### 3.8 **Bullying**

The academy will take allegations of bullying seriously. This includes any form of bullying or prejudice or discrimination. Full details of our Anti-Bullying Policy can be located in *appendix 1*.

## **4. REWARDS AND SANCTIONS INTRODUCTION**

- 4.1 To help students to make the right choices and so that they understand there are consequences to their actions, the academy operates a system of rewards and sanctions.

## **5. OVERVIEW OF PRAISE/REWARDS**

- 5.1 To promote high standards of behaviour and to help students to make the right choices we have various ways to praise or reward students. These include:
- Verbal praise
  - Recognition wall
  - Praise postcards
  - Student of the lesson
  - Celebrating success in assemblies
  - Queue busters
  - Senior leaders looking for opportunities to praise students throughout the academy day
  - Letters home after data entry points
  - Awards assemblies.

## **6. OVERVIEW OF SANCTIONS**

- 6.1 Whilst we promote positive behaviour, if students do not follow the expected level of behaviour, they will face consequences. The aim of all guidance, sanctions and similar interventions is to help the student achieve, encourage personal development and promote learning. There are 7 consequences. The level of the consequence will depend on the students' behaviour.
- Verbal warning
  - Negative behaviour point
  - Department isolation
  - Department removal (call out)
  - Detention
  - Seclusion
  - Suspensions.

## **7. SUSPENSIONS**

**A suspension is when a student is 'suspended' from the academy for a fixed period of time.**

### **7.1 Suspensions**

'Good behaviour in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.' Therefore, the government recognises that school exclusions are essential behaviour management tools for Headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities'. (DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2024).

- 7.2 If a student is suspended from the academy we will notify parents, social workers and the Virtual School Headteacher on the day the decision was made. This will be confirmed in writing no more than 3 school days later.

- 7.3 Listed below are some examples of behaviour/types of incidents that may lead to a suspension. Please note that this is not an exhaustive list. Persistent examples of these behaviours may lead to permanent exclusion:
- Verbal abuse to staff, other adults or students
  - Deliberate damage to property
  - Bullying, including homophobic or racist bullying
  - Sexual misconduct
  - Theft
  - Persistent defiance or disruption
  - Assaults or fighting with other students
  - Possession of drugs/alcohol related offences
  - Offences relating to the misuse of technology which is detrimental to staff/students/the academy
  - Making a false allegation against a member of staff
  - Behaviour which calls into question the good name and reputation of the academy
  - Harassment of staff
  - Endangering the safety of members of staff.

- 7.4 It is important to note that in relation to suspensions or permanent exclusions, the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than it did not happen.

## **8. RE-ENTRY MEETINGS**

- 8.1 Following all suspensions, a re-entry meeting will take place with the student, a parent/carer and Head of Year or a senior member of staff. We aim to prevent further incidents through structured support and collaboration with families.

### **Repeated suspensions**

The academy operates a step system in relation to fixed term suspensions:

*\*From Step 2, all provision will be regularly reviewed.*

- Step 1 - The student receives a suspension.
- Step 2\* - 2 suspensions have been received within a half term - this will lead to short term interventions such as tutor, Head of Year or SLT support or the student will spend some of their curriculum time in the PLC.
- Step 3 – If behaviour has not improved, or has deteriorated further (this could include multiple suspensions) there will be longer term interventions such as the student having adjustments made to their timetable and/or curriculum. The student may also need to be mentored so that weekly targets can be set, shared and reviewed. Examples of the support that the academy may offer is included in 'Section 12' of this policy.
- Step 4 – the Local Authority Inclusion Officer will be notified that the student is at serious risk of permanent exclusion. Any students in this category will be accessing internal support as well as perhaps also accessing external support.

- Step 5 – If behaviour has not improved, or has deteriorated further despite extensive support, the student may receive a final warning. There may be an increase of support offered (if appropriate), both internally and externally.

Students whose behaviour continues to deteriorate after 'Step 5' will be permanently excluded for persistently breaching the academy's Behaviour Policy.

## **9. PERMANENT EXCLUSIONS**

If a student is permanently excluded it means that they are no longer allowed to attend the academy.

9.1 The Headteacher's decision to exclude a student permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the academy Behaviour Policy. Where this is the case, the student concerned would have received extensive support and all alternative options will have been exhausted. This is a last resort. Parents of students who persistently breach the academy's Behaviour Policy will be well-informed about the students' behaviour and would have worked with the academy to try to modify their child's behaviour
- Where allowing the student to remain in academy would seriously harm the education or welfare of other students/staff in the academy.

9.2 The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the academy community:

- In possession and/or supplying of an illegal drug
- Sexual abuse or assault
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by the academy's behaviour policy
- Making a malicious false allegation against a member of staff
- Physical assault against a student or member of staff
- Theft
- Verbal abuse or threatening behaviour against a student or member of staff
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability.

(DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, 2024).

## **10. MALICIOUS ALLEGATIONS AGAINST STAFF**

10.1 Complaints of misconduct against staff are taken very seriously by the academy and will be investigated thoroughly. Following this investigation if it is the considered view of the investigating officer that the allegation was unfounded and malicious then the student(s) involved in the production of the allegation will be disciplined according to the severity of the case. This may include sanction up to and including exclusion.

## **11. STAFF ACTIONS TO KEEP ALL STUDENTS AND STAFF SAFE**

- 11.1 Whilst we would hope not to have to do this, senior members of staff can search students with consent for any item. Additionally, designated staff may search a student without consent for prohibited items including:
- Knives and weapons
  - Alcohol or drugs
  - Stolen items
  - Tobacco/E-cigarettes/vapes
  - Fireworks
  - Pornographic material
  - Any item likely to be used to commit an offence
  - Any item banned by the academy rules. The following items are banned: pressurised containers, drinks with high sugar content, spray deodorants, glass bottles and containers, sweets and unhealthy snacks.
- 11.2 Students are also prohibited from selling items to other students. Any item bought or sold by a student during the academy day may be confiscated.
- 11.3 Parental permission is not required for searches to take place however they will be informed if prohibited items are discovered. All searches will take place with at least two members of staff present and generally away from other students. Staff will ask the student to disclose any dangerous/prohibited items prior to the search.
- 11.4 Government guidance makes it clear that 'there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.' (DfE Behaviour in Schools, February 2024).

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury to themselves or others. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. (DfE Use of Reasonable Force, 2013)

Staff have the power to use reasonable force when a student is:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the students' own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Staff may also use reasonable force when conducting a search for prohibited items (in line with the DfE Use of reasonable force 2013).

Mobile phones, smart watches, any form of camera and audio recording equipment are not to be seen at all on academy premises. If a member of staff sees any of these items they will be confiscated and can be collected at the end of the academy day. Students are not permitted to bring more than one mobile phone on site.

Filming, taking pictures, or videos of staff within the school premises, and sharing those images or recordings is strictly prohibited. Posting pictures, videos or any type of recording of staff online without their consent violates their privacy and this Behaviour Policy. Any student found recording, taking pictures, or videos of staff without their consent may face severe consequences ranging from seclusion to permanent exclusion from the academy.

## **12. SUPPORTING STUDENTS TO DISPLAY THE HIGHEST STANDARDS OF BEHAVIOUR**

- 12.1 Staff take great care to sanction students appropriately, taking into account their age and any SEND (in line with the Equality Act 2010). Headteachers need to balance individual needs and circumstances with the need to ensure that there is a calm and safe environment for all students and staff. Students are helped to learn from a mistake or poor decision so when they are in similar circumstances in the future, they are better able to make good decisions. Where appropriate, staff use restorative techniques and procedures aiming to enable positive relationships to be re-established

At the academy, if students are consistently unable to display the highest standards of behaviour then there is a range of support in place to help them to reflect on their behaviour and to enable them to make better decisions in the future. The list below gives an indication of some of the support on offer:

- **Tutor support** – personal tutors offer all students support. Some students may need extra tutor support. The tutor will agree targets with students and record these on a formal document. The support plan is given to teachers in every lesson and must be signed by parents every day. The tutor works with the student to regularly review targets to ensure that good progress is being made
- **Head of Year support** – this is similar to tutor support but is used for those students who need a higher level of support
- **Senior Leader support** – this is for students who have not responded positively to tutor or Head of Year support
- **Student support plans** – support plans will be put into place for students who are regularly and consistently unable to follow basic behavioural expectations. Parents/carers will be consulted on these plans.

The strategies outlined above represent our range of initial interventions to help students manage their behaviour and to reduce the likelihood of suspensions or permanent exclusion.

However, the academy acknowledges that some students will need more support to understand behavioural norms and expectations, and at times it is appropriate to deliver this support outside of the usual timetable.

As part of a graduated response the academy has four support bases from which planned interventions take place in small groups outside of normal lessons: Key Stage 3 Personalised Learning Centre (PLC), Key Stage 4 Personalised Learning Centre (PLC), Learning Support Base (LSB) and Student Support Base (SSB). The purpose of these bases varies depending on the overall needs of the students, but the underlying ambition is to improve behaviour, maintain learning and successfully reintegrate students into as many mainstream lessons as is possible.

Students accessing these support bases will receive a broad and balanced curriculum but their timetable will be personalised to address specific support needs which could include:

- One to one/small group specialist teaching
- Additional PSHE provision
- Short courses in specific aspects of SEMH
- Use of 'time out' cards
- Mentoring
- Specialist support from external agencies, e.g. CAMHS, Harbour, Barnardo's.

The academy will deploy staff with the appropriate skills to these support bases so that students can be supported with their behaviour and learning needs to ensure effective impact and progress.

Some students may require more specialist provision than the academy can offer. Where this is the case, the academy will work to find suitable, quality assured off-site provision in conjunction with the Local Authority's Inclusion Officer.

## **Appendix 1 - Anti-Bullying Policy**

### **What is bullying?**

Bullying is harmful, and all efforts must be made to counteract behaviour of this kind. It is very important to be clear about what is and is not bullying. There are many definitions and perceptions of bullying. Bullying is sustained and takes place over time, when someone repeatedly and deliberately aims to harm another person.

Two useful and comprehensive definitions are:

- 'Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse. It may include, but not be limited to, actions such as verbal taunts, name-calling and putdowns, including ethnically-based or gender-based verbal put-downs, deliberately damaging a person's property and extortion of money or possessions.'
- 'A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through more subtle methods of coercion.'

Bullying can also take place online. Cyber bullying occurs via the use of communication technology like a mobile phone text message, emails or social media platforms. This can take many forms, for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social network site (for example: Snapchat, Facebook)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone, email or social media platforms.

Whilst we will work in partnership with parents/carers to educate students on issues in relation to cyber bullying, we would encourage parents/carers to be aware of their child's online activity.

'Sexting' is the sending and receiving of sexually inappropriate images or messages using a mobile phone or the internet. It must be noted that it is illegal for children under the age of 16 to do this and will be referred to both the police and social care services. An investigation will be undertaken, and appropriate action taken. It is illegal for a student to retain a sexually inappropriate image of another student and show it to other students. Again, this will result in a referral to the police and social care. It is likely that any student doing this will be suspended for a fixed period, or in extreme cases they may face permanent exclusion.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students with SEND
- Students who are adopted or in public care
- Students suffering from a health problem
- Students with caring responsibilities.

Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Students who are LGBTQ+, or perceived to be LGBTQ+
- Students from BAME backgrounds
- Students from the travelling community

- Students from socioeconomically disadvantaged backgrounds.

### **Signs of bullying**

Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from the academy
- Unwillingness to attend the academy
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving the academy with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Becoming short tempered
- Change in behaviour and attitude at home.

### **Aims and objectives in relation to bullying**

The aims and objectives of the academy in relation to bullying are to:

- Ensure all students, teachers and parents know that bullying will not be tolerated
- Ensure clarity and agreement about what is and is not bullying
- Ensure whole academy awareness of the rights and responsibilities of all pupils with regard to bullying
- Involve all members of the academy, staff and pupils in helping to prevent bullying and to confront it when it occurs
- Encourage students to report instances of bullying
- Ensure that all students, parents and staff know what preventative steps the academy takes and how these are implemented.
- Ensure all students, staff and parents know the procedure to follow when bullying occurs.

### **Why is it important to respond to bullying?**

No one deserves to be the victim of bullying and everyone has the right to be treated with respect. Students who are participating in bullying need to learn to modify their behaviour.

In dealing with bullying the academy aims to investigate any allegation thoroughly to:

- Eliminating the bullying
- Supporting the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying
- Bringing the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue
- Investigating the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour
- Reconciling the perpetrator and the victim.

### **Academy protocols and procedures**

The academy's response to bullying is achieved in various ways however the most important element is to ensure that the students tell someone about any concerns they have so that action can be taken. The academy emphasises the tell, tell, tell approach as well as trying to educate students to prevent bullying. All students at Macmillan are allocated a Personal Tutor and this person is responsible for the day-to-day pastoral care of the student. As such the Tutor is usually the first person students choose to report any concerns to. In addition,

the pastoral structure allows for a wide number of key staff that can be approached in addition to or instead of the tutor. This could be:

- Assistant Heads of Year
- Heads of Year
- Intervention staff
- The wider Student Development Team

Typically, students inform parents/carers or friends and it is important for these people to pass the information to the tutor or other key staff outlined above.

In order to ensure students know what to do, information is delivered in assemblies informing pupils to highlight the issues. These assemblies focus on:

- Clarifying and defining what is and is not bullying, raising the awareness of the difference between disputes, endings of friendships and bullying behaviour
- Cyber bullying
- Encouraging tolerance and a sense of social responsibility
- Recognising that it takes courage to speak out when necessary, and ensuring students know what they can do if they or someone else is being bullied.

Key student development staff will mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given an opportunity to apologise.

When new students join the academy staff take great care to identify how to deal with any bullying issue that occurs. A student friendly version of the bullying policy is in the student planner.

Incidents of bullying are recorded by the member of staff investigating the incidents. This information is regularly reviewed to ensure any repeat patterns of bullying are dealt with. Heads of Year maintain an overview of negative relationship-based issues and coordinate responses based on their records/findings or any developing trend.

The wide-ranging nature and varying degrees of bullying require a range of responses and sanctions. The issue will be dealt with and the student concerned will be sanctioned. Examples of responses and sanctions include: warnings, detentions, seclusion, suspension, meetings with parents and utilising the support of outside agencies.



Stockton Road  
Middlesbrough  
TS5 4AG



01642 800800



[enquiries@endeavour-academies.org.uk](mailto:enquiries@endeavour-academies.org.uk)  
[www.endeavour-academies.org.uk](http://www.endeavour-academies.org.uk)