HARRIERS BANBURY ACADEMY

Behaviour, Suspension & Exclusion Policy

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Version control	
Version Control reference 2 Behaviour, Suspension & Exclusion Policy	Merged policies
September 2026	New policy

Date of next review:	September 2028	**Owner:**	Principal
Type of policy:	Academy	**Approving Body:**	Regional Board

It is the policy of Harriers Banbury Academy to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion.

Purpose of this policy

This policy is designed to briefly outline the academy's approach to exclusions within the statutory framework as defined in The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. It outlines only where the academy applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the academy.

Behaviour

Introduction

- Harriers Banbury Academy is committed to creating an environment which is highly cohesive and inclusive using language that supports pupil development both academically, physically, mentally and emotionally.
- Relationships are at the core of all we do. It is our job as adults to take the initiative in forming them and being relentlessly positive.
- Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- Pupils' behaviour and their physical/emotional well-being are the responsibility of all staff at all times.
- This policy applies to all aspects of school life including after school clubs and trips and encourages parents/carers to continue to do so at home too.

Purpose

To provide simple, clear and practical procedures for staff and pupils that:

- Recognise and positively reinforce behaviour norms
- Promotes self-esteem and discipline
- Teaches appropriate behaviour through positive interventions
- Tackles and checks persistent low-level disruptive behaviour

Aims

- To create a culture of excellent behaviour for learning for all.
- To maintain a school environment where pupils are encouraged to attend regularly and behave positively because they feel they are valued members of the school community.
- To ensure children are safe, secure and happy and are treated fairly.
- To promote good relationships and restore them where necessary.
- To teach self-discipline and resilience.
- To help pupils take control over their behaviour and responsibility for actions.
- To ensure staff are able to teach and promote learning without interruption or harassment.
- To teach pupils that there is a consequence for every action.
- To use relational approaches to building and maintaining relationships in school.

Policy in Practice

At Harriers Banbury Academy we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values. Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values. Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on '**Zones of Regulation**' (more information can be found at: https://www.zonesofregulation.com/index.html and in appendix 1. All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons.) We use the Relational School's

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approach to leading restorative conversations with pupils (staff and parents). More information found; https://schools.oxfordshire.gov.uk/special-educational-needs/send-strategic-early-intervention-team/oxfordshire-relational-schools

Expectations

Our three school rules are: Ready, Respectful and Safe.

Ready:

- Pupils should arrive on time, enter their classroom quietly and sensibly and settle quickly ready to start.
- Pupils should be supported by parents to come to school wearing the appropriate full school uniform and with all the equipment they need.
- Staff will ensure that lessons are planned and prepared before pupils arrive which are centred around pupil well-being and explicitly teaching the skills needed to have a positive mind-set and demonstrating resilience.
- Staff will model the language and behaviours expected (see appendix 3 for a glossary of terms).
- Staff will support pupils to be in the green zone by planning in calm time and creating thinking zones in the classroom to help pupils self-regulate and resolve any issues they may be having.

Respectful:

- During lessons, pupils should demonstrate they are in the green zone by listening actively and following instructions, working to the best of their ability and respecting others' right to learn.
- All members of the school community are expected to use appropriate language in a polite tone of voice.
- All pupils and staff will be treated fairly and consistently and take into account individual circumstances. This will include detaching the person from the behaviour.
- Staff will encourage reflection and reconciliation to help pupils learn.
- Staff will explicitly teach what respect looks like.

Safe:

- At the end of lessons pupils should wait for the instruction to clear away, and leave quietly and sensibly.
- During the day, pupils should move around the school site in a calm and considerate manner.
- All members of the community are expected to follow the health and safety rules.
- Pupils should keep their hands, feet, objects and personal comments which may offend others to themselves.
- Staff will support pupils to understand their responsibilities and the consequences to actions.

Praise and Rewards

Frequent praise and reward for achievement are features of teaching and learning at Harriers Banbury Academy so that pupils receive recognition for their positive contributions to school life. We are a positive school which aims to promote self-esteem. Below are ways in which we will praise (please note this list is not exhaustive):

- Verbal, specific praise
- Nomination and certificates for Celebration Assemblies
- Pupils' work displayed
- A phone call home commending progress / informal positive discussion with parents
- Aspiration Dojo Points linked to our core values
- Praise stickers, attendance certificates and awards
- Whole class rewards

Procedures for dealing with behaviour that is not acceptable

Pupils' behaviour is a form of communication therefore our procedures for dealing with inappropriate behaviour are focused around this. Poor behaviour is not accepted; however, pupils are encouraged and taught self-regulation skills to help them. We do not sanction, but we focus on the consequences of their behaviours. All staff are expected to use a calm tone and follow a 30 second script when dealing with behaviour to ensure consistency (see appendix 2). We also use a restorative approach and will facilitate restorative conversations following an incident.

Below is the process all staff are expected to follow and we strongly encourage parents to do so too:

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1. **Positive reminder** (used to help ensure pupils stay in the green zone.)

2. **Acknowledge and offer choices** – staff will acknowledge how the pupil is feeling and which zone they think they are in and offer suggestions to help them e.g. would you like to sit here or there, I wonder if you are feeling yellow because you are finding it hard to sit still, would you like to have a drink of water then come back to your learning.

3. **Brain break/calm time** – (in own classroom) pupils are encouraged to take 5 minutes out of learning time to identify how they are feeling, why, which zone they are in and then work on a strategy to help them get back in the green zone. They may use equipment to help them (such as mindful colouring sheets or a glitter jar.)

4. **Time to think - (in a parallel classroom)** pupils take time out of learning time to identify how they are feeling, why, which zone they are in and then work on a strategy to help them get back in the green zone. They will complete an age appropriate restorative sheet to help them focus their attention (with an adult). They will have a restorative conversation.

5. **Serious Breach** - Children discuss the consequences of their actions and reflect on how their actions have affected others around them, preferably with a member of the wellbeing team. This will lead to a reconciliation meeting afterwards and parents/carers will be consulted. They will have a restorative conversation.

6. Where there is an incident more severe than a serious breach (such as physical assault or peer to peer abuse), this will lead to an **internal or external suspension** and is dealt with by a member of the SLT. The restorative approach is maintained and restorative meetings will be held before the child starts back in class.

Notes to support the process:

- **Every day is a new day** so every effort will be made to ensure that consequences are dealt with on the same day the behaviour has occurred. There may however be times when this is not possible or applicable.
- If a pupil does not complete enough work in a lesson, they may need to stay in at break or lunch to catch up. This is not a sanction but a means to ensure they do not fall behind in their learning. They should never miss the whole of their break time as we believe that fresh air and social time is important for their well-being.
- When a pupil has had 3 serious breaches then a meeting between the class teacher, phase leader and the parent is held.
- Younger children (i.e. EYU) will focus on building the language needed to communicate. Due allowance will be given to age and developmentally appropriate behaviour.
- Children with specific additional needs, or those who find it tricky to manage their emotions may be given an Individual Behaviour Plan, which will be shared with all adults working with them.
- As a last resort, we use the statutory powers (Education and Inspection Act 2011) which give members of staff in lawful control of children, the right to regulate pupils' conduct and impose sanctions including exclusions (Please see the Exclusions policy for more detail.) Where reasonable, these powers extend to pupils outside of school.
- We may also use our powers to restrain, search, confiscate property, detain and exclude pupils, whenever it is deemed appropriate, (NB - this list is not exhaustive). See Department of Education www.gov.uk/school-discipline-exclusions/discipline. If articles of value (e.g. jewellery, mobile phones etc.) are confiscated, they should be given into the school office for safe keeping. It is the responsibility of the pupil to retrieve the article, politely, at the end of the day. If items of value persistently need to be confiscated, the pupil will be requested to collect them at the end of the week.

Support Systems for Pupils

All pupils will be supported to develop self-regulation, resilience and a positive mind-set through regular lessons and assemblies. As part of the daily timetable, pupils will be given 'calm time' which will include activities such as

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meditation, yoga, deep breathing exercises and reflection. Pupils using the thinking time zone may choose to use these strategies to help bring them into the green zone.

During transition points (whether this is from key stages, schools or maybe even between lessons) pupils can find it harder to self-regulate their emotions and behaviours. Extra support is given to pupils during these times to help prepare them for their next stages and teach them what to expect.

Harriers Banbury Academy is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential and the school will ensure that this happens.
This support might include:

- Regular pastoral reviews
- Strengths and Needs Assessment (Previously EHA)
- Team Around the Family (TAF) process
- Individual Behaviour Plan's (IBP)
- Pastoral Support Plan (PSP)
- Reviews to identify those pupils most at risk, included as part of regular academic progress reviews
- Short courses on elements of Social, Emotional and Behavioural skills delivered through the nurturing HLTA or TA
- Restorative meetings – pupil to pupil, pupil to member of staff, pupil to parent
- Contact with parents/carers in the early stages of a problem
- Referral to the school's SENDCo and additional in-class support from a teaching assistant
- Referrals for specialist advice (including the BIO team)
- Personalised timetables.

Support Systems for Parents
Harriers Banbury Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern about managing the behaviour of their child outside school are offered support from a range of services including the schools SENDCo, Behaviour Team or Home School Link Worker.

If school staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour. This will be through participation in regular audits, the involvement of parents/carers in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

Monitoring and reviewing
To ensure that high standards of behaviour in Harriers Banbury Academy are maintained, the school has systems for monitoring behaviour. These include:

- Monitoring the reflection forms completed to look for patterns in behaviours to identify triggers and put in additional support where required

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- Tracking individual pupils' behaviour and monitoring by Leadership team on a fortnightly basis
- Termly reviews & comparisons of exclusion data with Governors to determine the nature of exclusions and whether any particular group of pupils (for example, by gender, ethnicity or SEND) is over-represented in these figures
- Monitoring all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole school level. This includes sources of data such as referrals for additional SEND support; use of praise and rewards and parental contacts. The progress of pupils with statements of SEND, Education Health Care Plans or who are on the Special Educational Needs Register are monitored carefully by the SENDCo. Areas for improvement are included in a short term action plan if necessary to address the problem.

NB: The Senior Leadership Team will monitor behaviour fortnightly and make arrangements to speak to parents if noticeable trends in behaviour become apparent as necessary.

Suspensions and Exclusions

Principles

1) Suspension and Exclusion are sanctions used by the academy only in cases deemed as serious breaches of the Discipline/Behaviour Policy. A pupil may be at risk of suspension from school for:

- Verbal or physical assault of a pupil or adult
- Persistent and repetitive disruption of lessons and other pupils' learning
- Extreme misbehaviour deemed outside the remit of the normal range of sanctions.

2) Suspensions will be used where a child's behaviour is significantly disruptive or dangerous in the classroom and a half or full day internal suspension may be given as an alternative to any external suspension.

3) A suspension from the academy can only be authorised by the Principal or the Vice Principal acting on their behalf. If none are available to authorise the suspension, a decision should be deferred until the opportunity for authorisation is available.

4) In the case of a Permanent Exclusion, this can only be authorised by the Principal and must only be done after consulting the Chair of the Regional Board of the intention to impose this sanction, although the final decision rests with the Principal of the academy.

5) The academy seeks to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline within the academy and using our assertive discipline policy.

6) The academy regularly monitors the number of suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded pupil:

- The reason(s) for the suspension/permanent exclusion
- The length of a suspension
- To arrange a reintegration meeting for after a suspension

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● The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a pupil by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended pupil has special educational needs or is disabled, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended pupil is in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:
● The reason(s) for the suspension
● The length of a suspension or, for a permanent exclusion, the fact that it is permanent
● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
● Information about parents' right to make representations about the suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a pupil, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:
● The start date for any provision of full-time education that has been arranged
● The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
● The address at which the provision will take place
● Any information required by the pupil to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the pupil being suspended for more than fifteen academy days in a term
● Suspensions which would result in the pupil missing a public examination.

For a permanent exclusion, if the pupil lives outside the local authority in which the academy is located, the Principal will also immediately inform the pupil's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended pupil (if the suspension takes the pupils beyond 15 days of suspension in the same term) or a pupil who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for pupils in the final year of compulsory education, who do not have any further public examinations to sit. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

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Considering the reinstatement of a pupil
A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded pupil. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the pupil's total number of academy days of suspension to more than 15 in a term.
- It would result in the pupil missing a public examination.

Panel Decisions
The panel can:

- Decline to reinstate the pupil.
- Direct the reinstatement of the pupil, either immediately or on a particular date.

Decision-Making Process
In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of "beyond reasonable doubt") and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the pupil's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions
Where an exclusion is permanent, the panel's decision must include:

- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
    - The date by which an application for an independent review must be made.
    - The name and address to whom the application should be submitted.
    - Requirements that the application set out the grounds for the review, including reference to how the pupil's Special Educational Needs (SEND) are relevant, where appropriate.
    - Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the pupil has recognised SEND. Parents/carers must specify this request in their application.
    - Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims
If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:

- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

Permanent Exclusions
A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Principal may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the Regional Board is required to review the Principal's decision and you may meet with them to explain your views on the exclusion

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- if the Regional Board confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the academy must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Off-Site Direction

Harriers Academy may direct a pupil to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the pupil has an Education, Health and Care Plan, at least two clear days before the placement begins. Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the pupil's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the pupil has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued, although Harriers Academy will always seek and consider the views of parents or carers before making a final decision.

Managed Moves

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the pupil's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, XXXX Academy, and the host school. If consent is withheld, the process terminates immediately and the pupil remains at the academy with an updated internal support plan.

Appeals

All correspondence regarding an exclusion will inform parents of their right to appeal to the Regional Board against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Regional Board.

Relationship to other academy policies

The Suspension and Exclusion Policy should be read in tandem with the academy's Discipline/Behaviour Policy. It also has a close relationship with the Special Educational Needs Policy and the Attendance Policy.

Monitoring and Review

1) The impact of this policy will be reviewed by the Regional Board.

2) The Principal will provide the Regional Board with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Documents consulted:

School discipline and exclusion guidance from gov.uk

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

Anti-Bullying

Statement of Intent

At Harriers Banbury Academy we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed manner. We acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should feel able to tell someone and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

Our Anti-bullying Ambassadors support their peers and are upstanders against bullying behaviour. They lead successful campaigns to raise awareness amongst their peers including writing a child-friendly anti-bullying policy.

Aims and Objectives

The aim of this policy is to try and prevent and deal with any behaviour deemed to be bullying. The implementation of this policy (alongside our Safeguarding and Behaviour Policy) will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, Children and Families Act 2014, The Special Educational Needs and Disability Regulations 2014, Keeping Children Safe in Education 2021 (updated 2026) and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.

- All stakeholders will know and understand both what bullying is and what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives, campaigns led by our Anti-bullying Ambassadors (staff training, assemblies etc.) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim/s.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Bullying can happen anywhere at any time.

Refer to the E-safety Policy for information regarding cyberbullying procedures.

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Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied.
Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to under-perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

It is important to remember that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible. These are only guidelines as children can display signs of needing help in many different forms.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated by the stakeholders.

Key Stage Leaders and the Inclusion and Welfare Manager will report to SLT and LAB on behaviour trends across the school using analysis of pupil reflection forms. All bullying incidents will be logged and discussed by the Senior Leadership Team.

Procedures for dealing with bullying

Parents/Carers and the Principal must be informed at every stage. The child involved will be made to feel comfortable and feel supported and safe.

1. Discussion with child involved alongside the Class Teacher.
2. Pupil incident forms will be filled out at this point.
3. Pair/group restorative to resolve the problem using a no blame approach and consequences lesson delivered to help the pupils involved understand how their actions are affecting others.
4. Class teacher and other members of staff to monitor the impact and situation.
5. Individual meetings with pupils and the Principal – at this point it is logged as bullying.
6. Parents, of all children involved, called in to meet with Principal.
7. Appropriate consequences will be put in place.
8. Exclusion – Governors informed.

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These procedures are in chronological order and the aim is to calm the situation and prevent it from moving past step 3. However, each incident is dealt with on an individual basis and there may be cases in which it is appropriate to go straight in at step 4.

At each stage, staff will ensure that pupils are supported and helped to manage their emotions using our mantra that all behaviour is a form of communication. Staff will aim to dig down to the route of the behaviours and deal with them directly. Support will be available for all parties involved, including those who display bullying behaviour.

Sources of further information support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	Telephone Number	Website
Kidscape	020 7730 3300 (general number) 08451 205 204 (Helpline for adults)	www.kidscape.org.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
Anti-bullying Alliance	0207 843 1901	www.anti-bullyingalliance.org
NSPCC	0808 800 5000	www.nspcc.org.uk
BBC	Not available	www.bbc.co.uk/bullying
Department for Children, Schools & Families	Not available	www.dfes.gov.uk/bullying
Beat Bullying	0208 771 3377	www.beatbullying.org
Advisory Centre for Education (ACE)	0808 800 5793	www.ace-ed.org.uk
Anti-bully	Not available	www.antibully.org.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
The Children's Legal Centre	01206 872 466	www.childrenslegalcentre.com
Anti-bullying Network	0131 651 6103	www.antibullying.net

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Appendix 1

Sited from https://www.zonesofregulation.com/learn-more-about-the-zones.html and https://www.socialthinking.com/Articles?name=social-thinking-zones-of-regulation-journey-continues the Zones of Regulation are as follows:



The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.



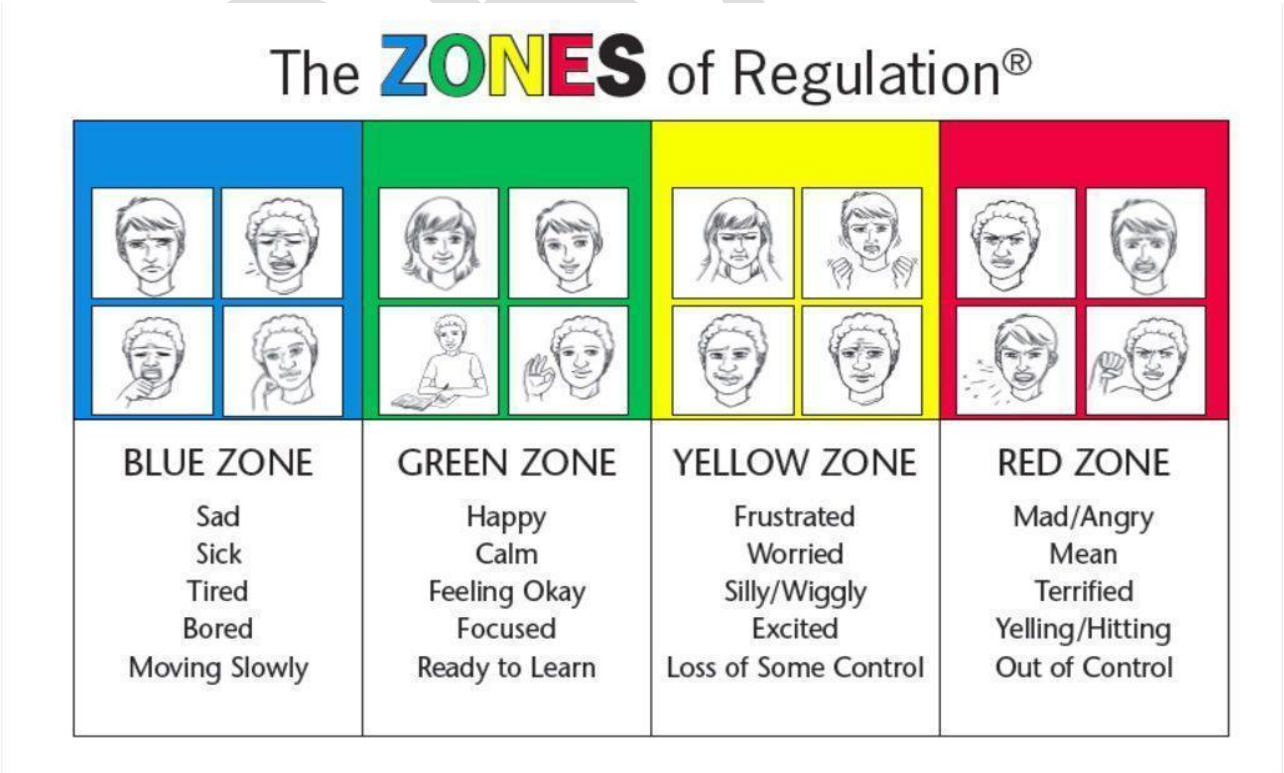
The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.



The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.



The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



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Appendix 2 - restorative conversation scripts

Short Script: **(for use in points 1,2 and 3 in flow chart and can be looped)** **1. Well done to ….. (someone nearby) I can think you are……** **2. I think you are feeling……(name a zone or emotion)…because ….(identify physical sign)….so either (option a) or option b).** **3. I think you are still feeling ……. have a brain break in the calm zone. (5 minutes)**	**Long Script:** **(For use in 'Time to Think' and 'Serious Breach')** **Restorative Conversation Prompts:** **1. What's happened?** **2. What were you thinking?** **3. How were you feeling?** **4. What were your needs/what did you need?** **5. What next? What could happen now to make things better? How can we repair the harm?** **6. What will you do next time?**

Appendix 3 – Glossary of terms

- **Toolbox**: a collection of calming and alerting strategies they can pull from depending on need.
- **Tools or strategies**: used to refer to the technique to support regulation.
- **Trigger**: an irritant that causes a pupil to become less regulated and increases the likeliness to get into the yellow or red zone.
- **Stop, Opt and Go**: a concept used to aid pupils in controlling impulses and problem solving better solutions.
- **Expected behaviours**: behaviours that give people around you good or comfortable thoughts about you.
- **Unexpected behaviours**: behaviours that give people around uncomfortable thoughts about you.
- **What is the size of the problem? Is this a Big or Little Problem?** Questions posed to help pupils to measure the size of the problem they are experiencing.
- **Big Problems**: problems that many people share and that have no easy, quick, or pleasant solution.
- **Medium Problems**: some people share these and they are able to be resolved in an hour or a couple of days.
- **Little Problems**: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.
- **Inner critic**: used to describe negative, self-defeating thoughts.
- **Inner coach**: used to describe positive thoughts.
- **Superflex thinking**: a flexible thinking pattern in which a person is able to consider different points of view or ways to do something.
- **Rock Brain thinking**: a rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

HBA Behaviour Flow Chart

Focus is on Relationships and Restorative Practice

	Step/ Types of behaviour	**Dealt with by**	**Type of Consequence**	**Parental Involvement**
Warning	● **Talking and being distracted** ● **Distracting other children**	**Class Teacher**	**Offer calm space, offer options.** **Apology from the child if necessary.**	**None**
Time to Think (TTT)	● **Continuing with the above behaviours**	**Class Teacher**	**Child sent to parallel class (5/10 minutes)**	**Parents may be informed if behaviours**

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	• Inappropriate behaviour such as pushing, elbowing, rough play • Walking around classroom without permission • Leave the classroom without permission		Child may have to take work home to catch up or stay in to complete at break/lunch Child asked to apologise	become persistent
Serious Breach (SB)	• Repeated incidents of the above behaviours • Swearing/pushing/name calling • Refusal to complete work • Refusal to obey a reasonable request given by an adult	Restoration staff (as per timetable)	Child sent to restoration room (30 minutes) Child will have mediated conversation and restore the behaviour (e.g. fix broken equipment, complete work and apologise)	Parents informed 3 X SB = meeting with parent, SLT and teacher
Internal Suspension	• Continued previous behaviours despite intervention • Damage or theft of property • Disrespectful to staff/ not following staff instructions • Fighting/ hitting/ kicking/ biting/ bullying • Using racist/ anti-disability/homophobic language • Destruction of a classroom	Class Teacher SLT	Internal suspension if behaviour is impacting on the well-being of staff/ pupils	Meeting with parents
External Suspension	• Aggressive behaviour towards pupils/staff- hitting/punching/ kicking/ biting/ bullying • Swearing at staff • Complete refusal to follow staff instructions • Racism or discrimination • Issues involving social media • Threats made against staff/using racist/ anti-disability/homophobic language or false allegation	SLT	Fixed term suspension for a period of time	Reintegration meeting with parents

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