



The Deanery CE Academy

Part of the Diocese of Bristol Academies Trust

Behaviour Policy

Vision, Ethos and Values

Discovering and Learning together, so all can flourish

Values are at the heart of everything we do. They include wisdom, hope and service.

In line with the Church of England vision for education, we promote an environment which allows children, young people and adults to live out 'life in all its fullness'.

We believe this to be an education which enables every person to flourish in the widest sense. There is a blend of rigorous academic programme with a focus on the whole child and outstanding opportunities in sports, leadership, and the creative and performing arts. Through these activities, children will learn key life skills such as communication, exploration, discernment, and perseverance.

Policy Originator	Laura Connors	Monitoring & Evaluation by	Academy Council
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The Deanery CE Academy Behaviour Overview

At The Deanery CE Academy, high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Rules

- Be **Ready**
- Be **Respectful**
- Be **Safe**

Praise

- Ladder of Praise
- Reward Points
- Leadership Awards
- Bronze/Silver/Gold Awards
- Trips
- Tutor Awards

Staff Expectations

- Meet and Greet
- Refer to standards
- Model Positive Behaviours
- Plan engaging lessons
- Be Calm
- Relationships
- Do now
- SLANT
- Uniform and equipment

Consequences

- Ladder of Consequences
- 20-minute lunch or break detention
- After school detentions and report
- Reflection room
- Meetings with parents

Delivering Consequence Script

I have noticed....

You know our rule about....

*I need you too.....
(consequence)*

Do you remember when?

That is the behaviour I need to see

Thank you for listening.

If they argue....

I understand what you are saying but...

Restorative Conversation

What happened?

What were you thinking at the time?

How did this make people feel?

What has been affected?

What should we do to put things right?

How can we do things differently in the future?

Aims

The Deanery CE Academy and Diocese of Bristol Academy Trust are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- **Roles and responsibilities**

At Deanery we expect all students, adults and parents to follow our rules.



“A tree planted by streams of water, which yields its fruits in season.”
(Psalm 1:3)

Discovering and learning together, so all can flourish.

Our rules are ready, respectful and safe.

Our rules are underpinned by our vision “A tree planted by streams of water which yields its fruits in season,” and our values; Service, Hope, Resilience and Wisdom.

The Academy Council

The Academy Council is responsible for monitoring this behaviour policy’s effectiveness and holding the head teacher to account for its implementation. They will review behaviour data, support and conduct 15 day suspension and exclusion panels.

The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.
- The head teacher will reintegrate children who have had more than 3 suspensions in a term.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
 - Providing a personalised approach to the specific behavioural needs of particular learners
 - Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging learners to meet the school’s expectations

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Learners

Learners will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school ○ They will follow the behaviour policy ○ The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards ○ Learners will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Learners will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for learners who are mid-phase arrivals. Please see mid-year arrivals procedure. Responding to behaviour

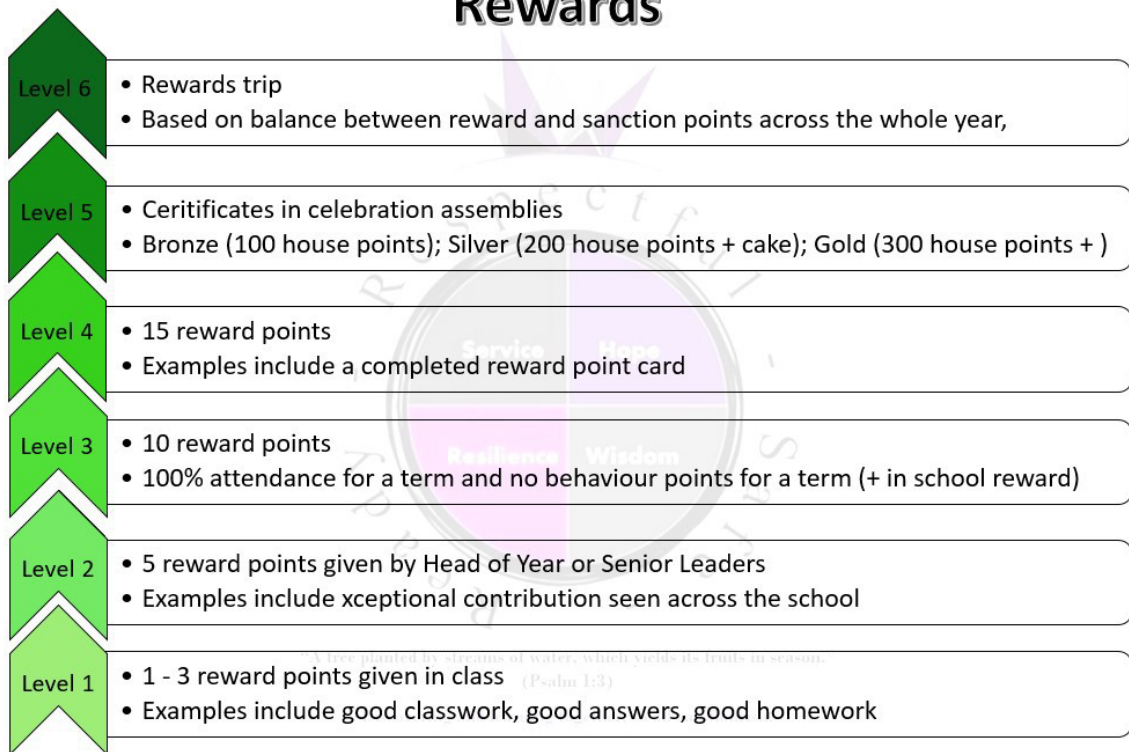
Responding Good Behaviour

At The Deanery CE Academy, we try and catch children doing the right thing first, before we deal with poor behaviour. We focus on the 95% children doing the right thing all the time first, because those are the children that deserve our first attention. This does not mean that we are ignoring poor behaviour, but the first focus of all adults should be recognising those who are doing the right thing first. We do this by positive recognition:

Positive behaviour points

- Films
- Cake
- Certificates
- Trips
- In class rewards
- Other rewards

Rewards



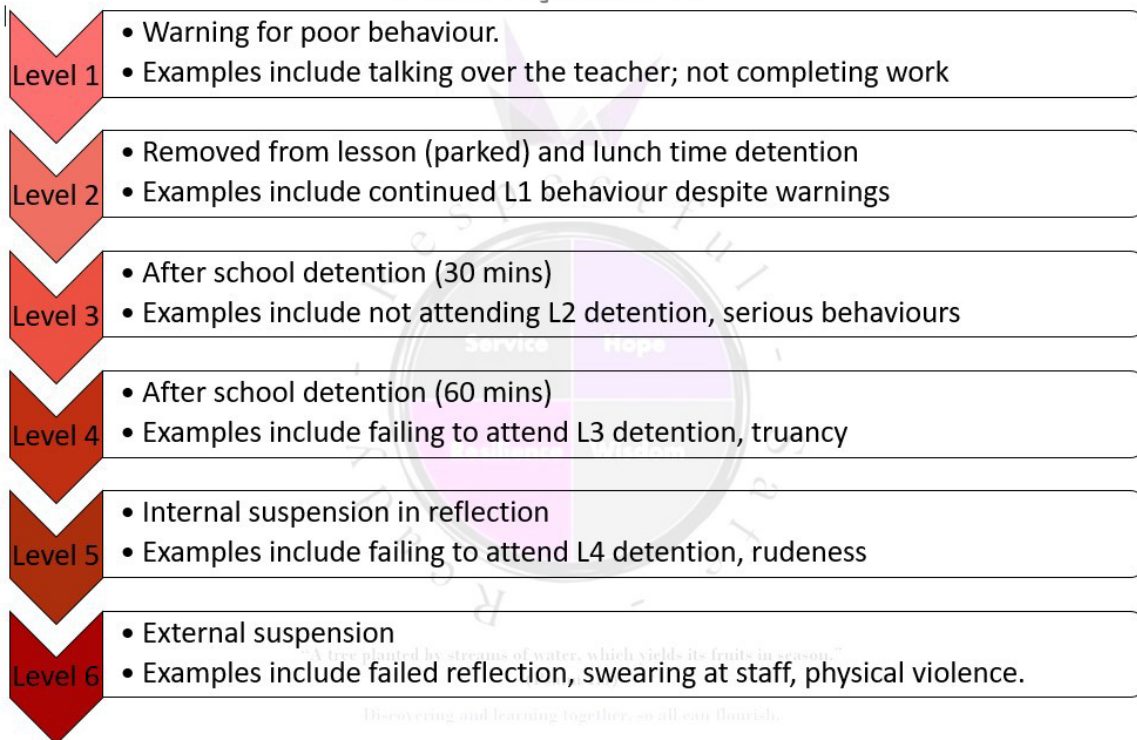
Reward points should be uploaded to Satchel One. No more than 5 points per child should be given during each lesson.

Responding to Misbehaviour

Sanctions are logged on SatchelOne. Through using SatchelOne, parents are able to see the sanction and the reason for the sanctions.

Personal circumstances of the learner will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Consequences



Level	Consequence	Behaviour
LEVEL 2	<p>2 warnings and then parked in a different class.</p> <p>To be logged on Satchel One as a level 2</p> <p>20 minute lunchtime detention</p> <p>Not in correct uniform twice in one week.</p>	<p>In and around lessons</p> <p>Refusal to follow instructions</p> <p>Chewing Gum/dropping litter (should also be made to pick it up)</p> <p>Talking out of turn/lack of attention</p> <p>Running/minor messing about</p> <p>Lack of courtesy/unkind comments to other students/staff.</p> <p>Interfering with other students work or possessions.</p> <p>Poor behaviour in the corridor and social space</p> <p>Not responding appropriately to staff.</p> <p>Not respecting other people or property</p> <p>Not bring correct equipment to tutor time.</p> <p>Not in correct school uniform</p> <p>5 minutes late to lessons</p> <p>Mobile technology including headphones, wires, visible or heard within the school building.</p> <p>Not completing homework</p>

LEVEL 3	30 minute after school detention	<p>Any of the above – repeated twice</p> <p>Refusal to be parked</p> <p>Truancy without refusal</p> <p>Poor behaviour when removed from a lesson.</p> <p>Poor behaviour during lunchtime detention.</p> <p>Poor behaviour on a school trip</p> <p>Swearing</p>
LEVEL 4	60 minutes after school detention	<p>Any level continuous repeated incidents.</p> <p>Poor behaviour whilst on report</p> <p>Poor behaviour in 30 minute after school detention</p> <p>Failure to attend 30 minute after school detention</p>
LEVEL 5	<p>1 full day in reflection</p> <p>Logged on satchel</p> <p>Parents notified</p>	<p>Child-on-Child Abuse (recorded on CPOMS)</p> <p>Damage to property</p> <p>Serious disobedience/defiance</p> <p>Persistent poor behaviour whilst on report.</p> <p>Bullying – Please see anti-bullying policy.</p> <p>Vaping and/or smoking</p> <p>2 x level 3s in a week</p> <p>Poor behaviour in a 60 minute detention</p> <p>Failure to attend 60 minute after school detention</p>

<p>Level 6</p>	<p>Suspension 1-45 days</p> <ul style="list-style-type: none"> • Log on SIMS • Contact parents • Letter sent home • Evidence to be collected and saved on SIMS • Reintegration meeting to take place following the suspension. <p>(Please see DBAT exclusion policy)</p> <p>Once a child receives 3 suspensions in a term, they will be classed as at 'risk of permanent exclusion.' The head of year and/or tutor will complete a behaviour support plan (BSP)</p> <p>BSP should be reviewed 3 times and will then be moved to either an Early Help Plan or Pastoral Support Plan,</p>	<p>Abusive language towards staff</p> <p>Theft</p> <p>Persistent bullying</p> <p>False allegations against a member of staff</p> <p>Being in possession or under the influence of alcohol.</p> <p>Vandalism including actual damage</p> <p>Child-on-child abuse causing actual harm.</p> <p>Persistent truancy</p> <p>Bringing the school into disrepute</p> <p>Serious disobedience/defiance</p> <p>Serious misuse of technology which contravenes student guidelines</p> <p>Serious incident of poor behaviour on a school trip.</p> <p>Distributing/sharing things on social media that brings the school into disrepute.</p> <p>Poor behaviour outside of school that brings the school into disrepute.</p> <p>Intolerant language or comments which includes racist, homophobic, transphobic or disablist.</p>
	<p>If a child receives more than 15 days suspension in a whole term (Autumn, Spring, Summer) the Academy Council will be notified.</p>	
<p>LEVEL 7</p>	<p>Permanent Exclusion</p> <ul style="list-style-type: none"> • Notify the local authority, parents and the Academy Council. • Letter sent to parents • Meeting booked within 15 working days of the decision. 	<p>Repeated incidents/continued poor behaviour after suspension.</p> <p>Criminal Behaviour</p> <p>Bringing an offensive weapon to school and/or possessing it (offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or defined for causing injury to the person; or by much use)</p> <p>Possessing, supplying or being under the influence of an illegal drug</p> <p>Physically attacking or injuring a member of staff</p> <p>Fight or violence against another student leading to serious harm</p> <p>Aggravated intolerant assault including sexual, homophobic, disablist, transphobic or racial assault</p> <p>Arson</p>

Safety Intervention (Positive Handling)

Where physical intervention is required to keep a student safe, the school will respond in line with the [DfE guidance 'Use of reasonable force' July 2013](#).

As a school we may intervene to:-

- remove a disruptive student from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight where injury may occur and;
- Restrain a student at risk of harming themselves through physical outbursts.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

All incidents of physical intervention are recorded in the school's numbered and bound book and reported to parents/carers. Where a student has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced. The bound book is securely stored in a locked cabinet in the Designated Safeguarding Lead's office.

Following all incidents where physical intervention is required we routinely check the well-being of the student after the incident. This includes asking if they have been hurt.

If information suggests that a student has been hurt during an incident of physical intervention the Headteacher will be informed and contact will be made with the LADO.

Where students require regular handling and intervention a positive handling plan will be put in place. The student, together with the parents/carers will be involved in this process.

Staff who have been trained to use Team Teach or CPI Safety Intervention are recorded centrally.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Those academy staff who are authorised to undertake a search are (following the above guidelines) are:

- Any member of the Academy Leadership team
- Extended Leadership Team

Before a search is undertaken, the Headteacher, DSL or one of the Deputy or Assistant Headteachers should be informed.

Staff have the power to search without consent under the DfE February 2014 advice document for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property
- Any item banned by the academy

Please see the search policy for more information.

Off-site Misbehaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

In any other way identifiable as a learner of our school

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another learner
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour

The school can issue behaviour sanctions to learners for online misbehaviour when:

- It poses a threat or causes harm to another learner
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Harmful Sexual Behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners 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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason, consideration will always be given to how the child displaying behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. To support our judgements about sexualised behaviours we refer to the 'Brook Sexual Behaviours Traffic Light Tool'.

Please refer to our child protection and safeguarding policy for more information

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Taking Account of Individual Learner Needs

Protective Characteristics, as defined in the Equality Act 2010

The academy will avoid discriminating against particular racial groups in the application of the Behaviour Policy.

The academy will monitor and assess the impact of their Behaviour Policy on learners, staff and Parents of different racial groups. This will be done by the person responsible for each key stage in the learner support system.

The academy will ensure staff members are well informed about cultural differences in behaviour and their implications where these issues are relevant in academy life, in view of the overall learner profile of the academy.

The academy will support newly-arrived learners in understanding and following the Behaviour Policy. All new learners will be given and have explained the academy expectations for behaviour.

The academy will consider and take appropriate account of cultural and/or religious needs when developing or reviewing rules related to academy uniform and appearance.

Recognising the impact of SEND on behaviour

The school recognises that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))

If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

Our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a learner with sensory issues or who has severe eczema
 - Training for staff in understanding conditions such as autism
 - Use of separation spaces (sensory zones or nurture rooms) where learners can regulate their emotions during a moment of sensory overload

Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will take into account: ○

- Whether the learner was unable to understand the rule or instruction?
- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a learner displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Learners with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a learner with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Social, Emotional and Mental Health

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs.

We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding therefore not solely linked to SEMH.

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children.

Individual Behaviour and Safety Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from the Primary Mental Health Specialist, Swindon and Wiltshire Inclusion Team.

Preparing outgoing learners for transition

To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, training on:

- The needs of the learners at the school
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
 - Attendance, permanent exclusion and suspension
 - Use of learner support units, off-site directions and managed moves
 - Incidents of searching, screening and confiscation
 - Anonymous surveys for staff, learners, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- The data will be analysed every regularly by the Data Manager.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle it.

Links with other policies

This behaviour policy is linked to the following policies: ○

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Uniform Policy
- DBAT Whistleblowing Policy
- ICT Acceptable Use Policy
- Search policy

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and learner referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting learners with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy This policy complies with our funding agreement and articles of association.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Child-on-Child Abuse

We recognise that children are capable of abusing other children. We understand that the student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately. There is a zero-tolerance approach to abuse and it should never be passed as 'banter' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child on Child abuse can take the form of bullying, inclusive of cyber bullying, physical assault, making threats, and name calling. It can also include:

- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

Students who attend our Academy have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

The school's ethos encourages students to raise concerns with staff, knowing that they will be listened to, believed and valued. Signposts are on the academy website, within the Student noticeboard and referenced to regularly through assemblies and student sessions within tutor times. Systems are in place for students to confidently report abuse, knowing their concerns will be taken seriously. All members of staff promote themselves as trusted adults to support all students who make a disclosure or have a safeguarding concern.

We deliver a Relationships and Sex Education and Health Education (Secondary) curriculum in line with the DfE statutory guidance. This develops students understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. Staff receive regular training to ensure they know the signs and indicators which may suggest a student is at risk of child on child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.

Our school has a zero tolerance approach to abuse and regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child on child abuse are reported to the safeguarding team. Our policy makes clear that child on child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Details of our school's approach to preventing and addressing bullying are set out in our AntiBullying Policy.