

THE FRANCES BARDSLEY ACADEMY FOR GIRLS



BEHAVIOUR MANAGEMENT IN PRACTICE

Ratified by Local Governing Committee July 2026

To be reviewed by P. Lynch July 2027



LIFE

Education
Trust

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The Principles

At Frances Bardsley Academy our intention is to educate girls within a moral, spiritual and cultural context. We expect that girls will show through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly.

We value behaviour which is considerate and courteous, where individuals can relate well to each other. We aim to ensure that girls take responsibility for their own actions appropriate to their age and maturity.

The staff at the school work in partnership with parents/ carers in helping girls develop high levels of discipline in order that a proper regard for authority is developed.

We aim to create an inclusive caring, learning environment in the school by:

- promoting desired behaviour and discipline.
- promoting self-discipline, proper regard for authority and positive relationships based on mutual respect.
- working with parents and carers to help girls develop high levels of self-esteem, resilience and perseverance.
- promoting early intervention.
- providing a safe environment for all.
- promoting restorative approaches to create empathy.

Core beliefs

- Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach to enable learning to take place.
- The Academy must have clear, firm and intelligent strategies in place to help students manage their behaviour.
- We aim to raise standards by consistently implementing good practice in learning, teaching and behaviour management learning, teaching and behaviour are inseparable and the quality of these is the responsibility of all staff respect has to be given in order to be received.
- Parents and carers, students and teachers all need to operate in a culture of mutual regard, the support of parents and carers is essential for the maintenance of good behaviour. Parents, carers and schools each need to have a clear understanding of their rights and responsibilities.
- School leaders have a critical role in establishing high standards of learning, teaching and behaviour.

Roles & Responsibilities

Behaviour for Learning and Achievement

The Classroom teacher will:

- be on time and ready **to greet the class at the door**.
- remain calm and behave in a professional manner at all times.
- demand and model high standards of behaviour from all students.
- follow a suitable seating plan.
- address any issues of poor behaviour in the first instance by following **the 3 Cs approach: Chance, Choice, Consequence**, setting break or lunch time detentions and making sure that restorative conversations are taking place.
- follow the declass system in their Department.
- record lateness to lessons on Bromcom.
- contact home using letter, email or by phone call to inform parents/carers of lack of progress/behaviour which disrupts others' learning and record conversation on Bromcom communication.
- record incidents of behaviour and positive achievement on Bromcom following the school guidance.
- place student on Subject report.
- refer significant issues that need to be dealt with immediately to the Head of Department.

The Head of Department (HOD) will:

- ensure that the classroom teacher has followed the Behaviour policy appropriately E.g.: referred a student to them, set a detention, called home if needed and recorded on Bromcom.
- refer to their Line Manager or Head of Year/ Progress Managers for serious incidents and persistent poor behaviour and seek support on how to deal with it.
- monitor behaviour of students in their department.

The Form Tutor (FT) will:

- be on time and **ready to greet the form at the door** and check uniform.
- remain calm and behave in a professional manner at all times.
- demand and model high standards of behaviour from all students.
- follow a suitable seating plan.
- address issues of poor behaviour in the first instance by verbal warnings, setting break or lunch time detentions and making sure that restorative conversations are taking place.
- mark students present / absent / late.
- contact home by phone call to inform parents/carers of lack of progress/behaviour which disrupts others' learning and notify Head of Year.
- record conversation with home on communication log.
- monitor behaviour, achievement, attendance and punctuality of students in their form.
- record incidents of achievement on Bromcom.
- place student on Tutor report.
- Refer significant issues that need to be dealt with immediately via Head of Year / Progress Managers or SLT link.

The Head of Year/ Progress Managers will:

- monitor the behaviour, progress, attendance and punctuality of the year group on Bromcom.
- liaise with HODs and SLT links about concerns straight away.

- take appropriate action for persistent offenders e.g. place students on report, set detentions, contacting parents/carers.
- be a first point of contact and follow up incidents that occur outside lesson time.
- put in place interventions as soon as behaviour falls under an acceptable standard.
- Conduct reintegration meetings following fixed term suspensions or a direction to another school.
- Conduct Pastoral Support Plan (PSP) meetings with students.

On Call will:

- respond to the call of all staff, ring home and record incident on Bromcom.
- ensure that a yellow detention is recorded on Bromcom.
- ensure that the student reflects on behaviour that led to be removed from the lesson
- ensure that restorative conversation between students and staff are taken place when necessary.

The SLT will:

- provide support for faculties and HOD / Head of Year/ Progress Manager.
- regularly circulate school to monitor and support behaviour system.
- circulate the school at least once a day.
- discuss behaviour data each week during the SLT fortnightly meeting.
- Authorise in-school 'Reflection 'days.

Senior Leader in charge of whole school behaviour will:

- oversee behaviour management system.
- oversee smooth running of inclusion system.
- ensure students who fail to attend detentions are placed into a Friday afternoon SLT detention.
- ensure students who fail to attend SLT detention are placed in Reset on Monday.

The Reflection day will be spent with in our RESET Room where we will :

- ensure that the student reflects on behaviour that led to being placed in reflection.
- encourage students to apologise accordingly to staff and discuss strategies for making good choices.
- ensure students work in silence.
- make sure students are not allowed social time and be escorted to the toilets.
- ensure students are dismissed in line with the end of school day for their year group.

Parents/Carers will:

- work in partnership with staff to ensure good behaviour.
- inform staff of any concerns.
- respond to concerns raised by members of staff.
- ensure students come to school correctly equipped and prepared to work.
- have a positive, respectful approach and be supportive of staff.

The Head teachers will:

- be a final arbiter in behaviour matters in absence of the Assistant / Deputy Headteachers.
- circulate school on daily basis to monitor and support staff.
- ensure students who fail to attend the SLT detention are placed in Reset on the Monday.
- authorise in-school Reflection day in Reset, fixed term suspensions, directions to another school and permanent exclusions.
- take the student's views into account, in light of their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so, and inform the student about how their views have been factored into any decision made.

Students' Code of Conduct

FBA is our school. We come here to learn.

This is how we aspire to excellence and care about everyone in our diverse community:

- We treat all other members of the school community with respect regardless of their gender, race, disability, age, sexuality and religious background.
- We **follow instructions** from adults.
- We arrive for lessons **on time**.
- We wear our school uniform as expected with **pride**.
- We have the **correct equipment** for lessons.
- We bring in **homework** on the appropriate day.
- We participate **actively in lesson** and focus on our work.
- We speak to each other **calmly and with respect**.
- We move around the school **safely and considerately** without littering or electronic devices.
- We use the toilet, visit our lockers and fill water bottles at **break/lunchtime or before school**.

Remember it is as simple as ABC:

- Always work hard
- Be Kind
- Cooperate

Rewards and Celebration of Achievement at FBA.

This section was mostly devised by students via the School Council in 2025

At FBA we firmly believe that the achievements and efforts of those students that work hard and follow the expectations set out in this policy should be praised, rewarded and celebrated.

For any system to work consistency from Year 7 to Year 11 it is vital that staff use the system effectively.

There are many different ways at FBA we praise and celebrate achievement, a few of which include:

- **Verbal praise, either personal or public**
- **Positive comments in books and students' work**
- **Jack Petchey Award**
- **Positive phones call home**
- **Positive letters/ recognition letter home**
- **After each data drop, praise letters from Heads of Year, Progress Managers, SLT links and Headteacher will be sent home**

Weekly celebrations in assembly:

KS3

Class of the Week	Student of the Week	Form of the week	Conduct point awards	In KS3
A class that has worked particularly hard or produced excellent work. Any staff can nominate a class	A student who has worked particularly hard in or out of school. Or who has done something above and beyond Any staff can nominate a student	A form who has STRIVED for the highest attendance in each year group. This certificate should be displayed on the form notice board. HoYs/PMs to track data each week	Silver, Bronze and Gold, Platinum award certificate and prizes awarded each week. HoYs/PMs to track data each week (Positive Points – negative Points = Conduct Points)	'Just been caught' cards draw HoYs?PMs to collect cards each week for the draw.
Individual certificate	Individual certificate + Badge	Form certificate	Individual certificate Badge Reward	Vouchers



Example of badges
for KS3

KS4

Class of the Week	Student of the Week	Form of the week	Conduct point awards	In Year 10 and Year 11
A class that has worked particularly hard or produced excellent work.	A student who has worked particularly hard in or out of school. Or who has done something above and beyond	A form who has STRIVED for the highest attendance in each year group. This certificate should be displayed on the form notice board.	Silver, Bronze and Gold, Platinum award certificate and prizes awarded each week.	Outstanding learner cards draw
Any staff can nominate a class	Any staff can nominate a student	HoYs/PMS to track data each week	HoYs/PMS to track data each week (Achievement Points – Behaviour Points = Conduct Points)	HoYs/PMS to collect cards each week for the draw.
Individual certificate	Individual certificate + pen	Form certificate	Individual certificate Badge (see below)	Vouchers or prom tickets

Monthly celebrations in assembly:

Rewards	Most improved attendance award	Most improved punctuality award
Allocated	Students who have improved their attendance/ HoYs/PMS to track data	Students who have improved their punctuality/ HoYs/PMS to track data
KS3	Individual certificate Badge	Individual certificate Badge
KS4	Individual certificate Pen	Individual certificate Pen

Termly Celebration Evening:

Term 1 and Term 2 celebrations will be conducted during assemblies, in Term 3 parents and carers will be invited in school.

Awards	Reason	Rewards
Conduct points	Silver, Bronze and Gold, Platinum award certificate Head of Years/ Progress Managers to track data	Individual certificate Reward
Most improved attendance award	Students who have improved their attendance Head of Years/ Progress Managers to track data	Individual certificate Reward
Most improved punctuality award	Students who have improved their punctuality Head of Years / Progress Managers / to track data	Individual certificate Reward
Most improved attitude to learning awards	Students who have improved their attitude to learning across school. Head of Years/ Progress Managers to track data	Individual certificate Reward
Best attendance award	100% attendance. Head of Years/ Progress Managers to track data	Individual certificate Reward
Best punctuality award	No lates. Head of Years/ Progress Managers to track data	Individual certificate Reward
Headteacher's Award	Awarded from efforts above and beyond normal school expectations.	Individual certificate Reward
	Data based on data drops	
Attitude to Learning award	Awarded from effort above and beyond normal school expectations Data based on data drops	Individual certificate Reward
Resilient award	A student in the year group who has shown this quality. Nominated by the form tutors	Individual certificate Reward
Being articulate award	A student in the year group who has shown this quality Nominated by the form tutors	Individual certificate Reward
Creative award	A student in the year group who has shown this quality Nominated by the form tutors	Individual certificate Reward
Empathetic award	A student in the year group who has shown this quality Nominated by the form tutors	Individual certificate Reward
Reflective awards	A student in the year group who has shown this quality Nominated by the form tutors	Individual certificate Reward
Studios award	A student in the year group who has shown this quality Nominated by the form tutors	Individual certificate Reward

Conduct points Bronze, Silver and Gold, Platinum categories:

Conduct points will be a calculation of Positive points minus the Negative points.

Bronze	Silver	Gold	Platinum
100	150	200	300

This will trigger a praise letter home, a certificate in assembly and a badge (see below)

	Year 7	Year 8	Year 9	Year 10	Year 11
100 Bronze					
150 Silver					
200 Gold					
300+ Platinum					

Positive points allocation

1 Point for when standard expectations met:

- Homework in on time- Classroom teacher when **3 pieces of HW were received on time**
- Correct Uniform **each day for a week**- Form tutor to allocate point weekly
- Participation in lesson- classroom teacher to allocate when necessary
- Punctual in lesson- **all lessons for a week**- Form tutor to allocate point weekly

2 Points for when a student shows desirable learner characteristics

- Good effort in lesson
- Good homework
- Helping a peer in lesson
- Attempting challenge tasks in lesson
- Demonstrating resilience in lessons

3 Points for when a student shows high levels of initiative in their learning or goes above and beyond outside of the lesson

- Improvement in assessment scores
- Completing challenge tasks in homework
- Leading/being involved in assembly
- Participation in volunteering opportunities in school (e.g. giving up lunch time or break time to help the school in some manner)
- Showing good teamwork
- Consistent studious attitude to learning
- Speaking to a teacher to ask for subject help outside of lesson.
- Attending optional revision classes

4 Points when a student engages in activities to help the wider school community and/or local community

- Demonstrating a skill you have learnt outside of school
- Participation in volunteering opportunities outside of school

5 Points when a student engages in activities which develop themselves over a longer period of time, or represents the school

- Mentoring – subject specific
- Commitment to extra-curricular activities
- Extensive contribution to the wider ethos of the school
- Representing the school in competitions
- Representing the school involving members of the public

Examples of Rewards beyond certificate: Pen, key rings, tote bags, pencil cases, highlighters, note books, water bottles, vouchers, umbrellas, reading books, mugs the list is not exhaustive.

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Managing Behaviour and Resetting Expectations the FBA Way

At FBA we have developed our own bespoke approach to managing behaviour. To recognise our positive ethos, we have devised the 3 Cs approach: **Chance, Choice, Consequence** which provides a clear and systematic approach to managing the standards of behaviour expected of the students.

As a school, we expect students to complete all the work that is assigned to them and will not tolerate low level or other disruption to learning.

All staff will strive to implement this on a consistent and fair basis and are expected to take ownership with support from their Head of Department,/ Head of Year or Senior Leadership Team.

Low Level Disruption: Chance, Choice and Consequence

Declass : student will be removed and asked to work in another classroom within the Department. This will allow student and staff to have restorative conversation at the end of the lesson.

Incident will be recorded by the classroom teacher on Bromcom. Parents/ carers will be contacted by the member of staff and detention set accordingly if necessary. This will be recorded on Bromcom's communication log.

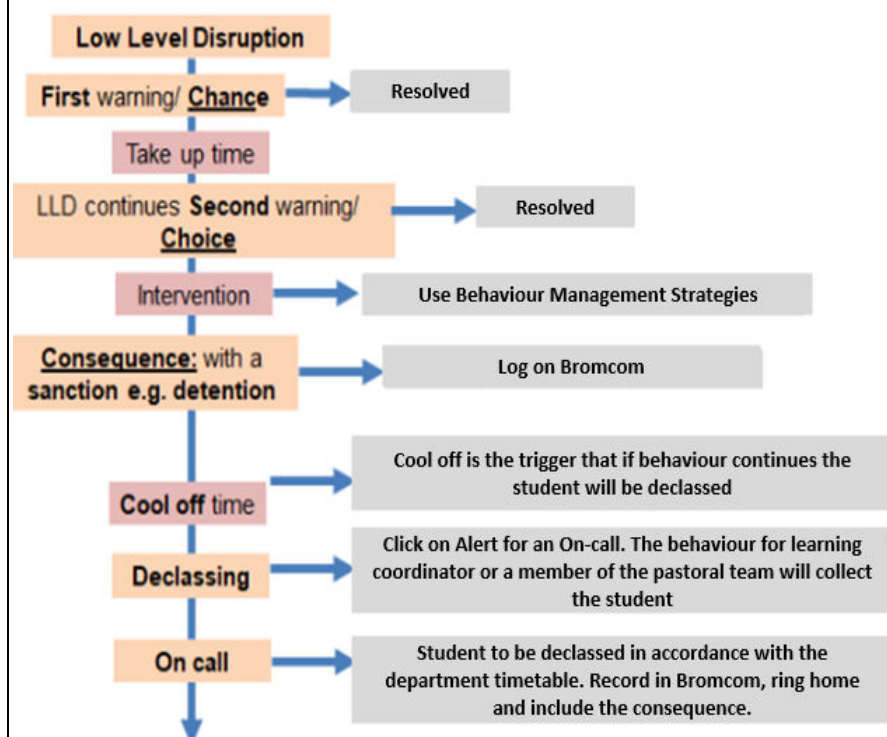
If a student refuses to be declassified this will trigger an **ON CALL**. Students will be removed from the lesson and placed in Reset until the end of the lesson. Parents/ Carers will be contacted, the incident will be recorded on Bromcom and a yellow detention will be set. This will be recorded on Bromcom.

Any consequence are always combined with an acknowledgment and offer of support that the student may need to help them maintain their positive behaviour.

Bespoke support offered may include mentoring, report card, access to a counsellor, access to wellbeing and mental health workshops, outside agencies, adapted timetable and a Pastoral Support Plan (PSP) for those at risk of permanent exclusion.

Consideration is made as to whether the misbehaviour indicates that a child is suffering from, or is likely to suffer significant harm, or is the result of unmet educational or other needs - the school will consider a multi-agency assessment where necessary.

3 Steps: Chance, Choice and Consequence:



Unacceptable Behaviour and Consequence

Outlined below are **examples of unacceptable behaviour and consequence which are available**. This is not a tariff, and each case must be dealt with according to its merits. Consequences will be applied fairly in accordance with DCSF guidance and suspensions used when no other alternatives are available.

Minor Incidents

These incidents are dealt with and recorded by the classroom teacher on Bromcom and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

Consequences could include:

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)
- detention
- phone call home
- declass - sent to a temporary alternate space (supervised by an adult)
- negative point recorded on Bromcom

Persistent incidents or incidents of medium severity

These incidents must be recorded on Bromcom and discussed with the HoD. Unacceptable behaviour in this category:

- persistency of minor incidents as above
- verbally aggressive behaviour to another student
- being continually off-task

Consequences could include:

- meeting with student
- contact with parents/carers by phone or letter
- placement on departmental Report
- detention
- discussion with Form Tutor
- referral to Head of Year/ Progress Managers
- On-Call

Serious incidents

Serious incidents are dealt with by the HoD, / Head of Year/ Progress Managers and/or SLT as appropriate and include:

- truancy from school and lessons
- rudeness to staff
- aggressive behaviour
- refusal to comply with other consequences
- bullying

Consequences could include:

- meeting parents/carers
- placement on Daily Report
- Head of Year's detention
- for truancy, students make up missed time in departments for lessons, or with Head of Year or SLT
- On-call
- placement in Reset or suspensions (at SLT/ Headteacher's discretion)

Very Serious Incidents

These incidents are dealt with by Heads of Year and SLT. They include:

- persistency of the above
- serious incidents of bullying
- sexual contact
- racial/sexual/ homophobic harassment/ assault
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol
- physical aggression to a member of staff will be treated with the utmost severity
- smoking
- theft

Consequences could include:

- Reset
 - fixed term suspension
 - completing reflection workbook
 - permanent exclusion
 - police involvement
 - offsite direction to at another school. This will be used at times to avoid a fixed term suspension.
- This is a reciprocal arrangement that we have with Havering Schools. If a child/ parents refuses to be isolated at another school this will automatically trigger a fixed term suspension.

Reintegration meetings following suspensions and a direction to another school will involve Head of Year / SLT links or Headteacher if appropriate. Student cannot resume their normal timetable if the meeting has not taken place, the students will work in Reset until the meeting is held. This is a very important part of our restorative process.

Use of Mobile Phones on the School Site

Mobile Phones and Smart Device (including Smartwatches)

In line with the Department for Education's guidance on mobile phones in schools, the school operates a phone-free school day to support a calm, safe and purposeful learning environment. Research and national guidance highlight that restricting the use of mobile phones during the school day reduces distraction, improves behaviour and supports students' learning, wellbeing and social interaction.

Phones and Smart devices are banned from school. Students may bring a mobile phone or other smart device to school to support their safety when travelling to and from school. However, once students arrive on the school site and pass the external gates, all mobile phones and smart devices must be switched off and kept out of sight for the entire school day.

Mobile phones and smart devices must not be used anywhere on the school site, including during break and lunchtime. Students may switch their phones on only once **they have left the school gates** at the end of the day. **This includes students waiting in bus queues on the school site.**

If a member of staff sees a student using a mobile phone or smart device on the school site, or if the device is heard or visible, it will be confiscated and stored securely in the relevant Year Group Office.

First confiscation: The device will be returned to the student at the end of the school day.

Second confiscation: The device will only be returned to a parent or carer, who will be required to collect it from the school. Student will be serving a 30-minute detention.

Third confiscation: The device will only be returned to a parent or carer, who will be required to collect it from the school. Student will be serving a 90-minute detention.

Fourth confiscation: The device will only be returned to a parent or carer, who will be required to collect it from the school. Student will be spending a day in Reset.

Persistent breaches of this policy may result in further sanctions in line with the school's Behaviour Policy.

Failure to hand over the phone when asked by a teacher would be classed as serious defiance and subject to further consequence of a day of suspension.

Please note that **ONLY 6th Form students** are allowed to use their devices **while in the 6th Form building only**. If they are seen to be using their mobile phone in the main school building, they will be asked to put their device away and negative points will be allocated to them on Bromcom.

Please also refer to the Mobile phone Policy on our website

Behaviour outside the School Gates

This policy applies to behaviour and conduct of students both inside and outside of school.

The school will not tolerate student behaviour that brings the school's good name into disrepute, behaviour that can affect the orderly running of the school or could harm the education or welfare of the student concerned or pose a threat to others in the school.

FBA teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteacher's a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

Any criminal behaviour which occurs and is reported to the school will be referred to the Police and our full support given to any investigation that may be initiated

Bus Behaviour Incidents

In the event a member of the public calls to complain, ask him/her in to identify students from the folder of all students. Pictures kept with the Designated Safeguarding Lead.

Positive ID of student might trigger the following consequence:

- **1st incident:** 1 day in Reset for 'bringing the school into disrepute'
- **2nd incident:** 2 days in Reset
- **3rd incident:** suspension, referral to Transport Police

Detentions and Consequences

Detentions are one of the main consequence imposed at the school to ensure the orderly running of the school. All teachers at the school have the right to issue a detention to students. **During lunchtime detentions, students are allowed time to eat, drink and use the toilet.**

Parents need to be aware that their consent is not required for a detention. While parents may wish to discuss the rationale for the school issuing a detention, they do not have the right to refuse to allow their child to serve one (Behaviour In Schools (DFE February 2024) page 21; **'Notice may not be necessary for a short after-school detention where the student can get home safely;**

However, when issuing an after-school detention, the maximum length of a no notice detention should be restricted to 20 minutes. We will consider if suitable, safe travel arrangements home can be made but inconvenience to the parent is not a consideration.

In the spirit of our ethos, vision, and in line with this policy, teachers are expected to communicate with parents any school detentions that are longer than 20 minutes. Communication can be by phone, MyChildAtSchool or email. Email is our preferred method of communication and it is the parent's responsibility to ensure that their contact details are correct on the school information system and to read communications sent by the school. The school operates paperless communication so letters are not sent for routine detentions. A teacher may set detentions if they feel that the student has not met the school's expectations regarding levels of effort, class work, homework or behaviour. Staff, students and parents are aware of our high behavioural standards and there is an expectation that all consequences and rewards are implemented fairly and consistently.

Detention system at Frances Bardsley Academy

Curriculum Issues:

1a) Blue Subject Teacher Detention

(suggested 15-20 minutes)
time/date/location as directed to student by Subject Teacher
sticker must be in planner or detention should be recorded in planner and on sims

Pastoral Issues:

1b) Blue Form Tutor Detention

(suggested 15-20 minutes)
time/date/location as directed to student by Form Tutor
sticker must be in planner or detention should be recorded in planner and on sims

Failure to attend the level 1 Blue Detention will result in a level 2 Yellow Detention



Yellow detention
Once a week
30 minutes

3) Red SLT detention

(90 minutes on Fridays in F18 with SLT)

4) 1 Day Reflection
The following Monday

Failure to attend the level 2 Yellow Detention will result in a level 3 Red Detention

Failure to attend the level 3 Red Detention will result in a day in Reflection.

Level 2 (Yellow Detention) - parents/ carers will be contacted by phone or email the day before the detention to inform them of the detention.

Level 3 (Red Detention) - parents/ carers will be contacted by phone on Thursday or through Bromcom email to inform them of the detention

Students will be collected from their lessons on Friday afternoon to attend their Level 3 (Red Detention)

Please note that The Education and Inspections Act 2006 established the school's statutory right to detain students, regardless of parental consent. Parents/carers should note that repeated failure to attend detention is a serious breach of the school's behaviour policy and will be dealt with accordingly.

Other Support and Consequences

Persistent disruption to learning and defiance may result in a student being internally isolated and removed from their subject lesson(s) until the barriers to learning have been addressed.

On calls

Students may need to be removed from lessons. They will be placed in Reset for the remainder of the lesson. They will be allowed to go back in to their next lesson. A phone call home will be made to explain the reasons for removal and also to inform that the student will be placed in a Yellow detention.

Reset

Reset is used as a consequence but also as supportive system while investigation is taking place.

Consequence - Reset could be issued as consequence for serious breach of conduct. On the day, students will arrive to school at 8:30 am. They will report straight away the Reset Room where they will hand over their phone. During the day students will follow a reflective programme and academic lessons. Students will leave school at the same dismissal time as their year group. Parents will be informed prior a Reset day.

Investigation - When an allegation has been made regarding the involvement of a student(s) in a serious incident, the school will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident.

This is a neutral act that allows the school to carry out its investigation impartially and in a manner that is fair to all involved; it is not a punishment for those withdrawn. When a student is in Reset they will not attend their lessons or take breaks with the other students, until the investigation is over. They are expected to hand over their phone. Students will be dismissed at the same time as their year group, if the school feels that it is safe to do so.

Alternative School Day

Directions to another school or Alternative Provision

Off-site direction is when a student is required to attend another education setting temporarily to improve their behaviour. The student will be placed in another's school isolation room. This consequence may only be used to improve future behaviour and not as a consequence or punishment for past misconduct, and only where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. The student is dual-registered for the duration of the off-site direction and, while attending the other school, is recorded using attendance code D.

- Parents (or students aged 18 or over, and the local authority where the student has an EHC plan) will be notified in writing and provided with information about the placement as soon as possible.
- This written notice will include: the address at which provision is to be provided; the person to whom the student should report on first attending; the number of days for which the requirement is imposed; the reasons for, and objectives of, the requirement; and the session times.

Alternative Provision (Short-term)

Alternative provision is education arranged for a student away from their usual timetable or, in some cases, away from the school site. It is used when we feel a student would benefit from additional or different support that cannot be fully provided within the normal classroom setting. Depending on circumstances, alternative provision can be a blend of continuing mainstream education and attending an alternative provision

Alternative provision is not a punishment. It is a supportive measure intended to help a student re-engage with their learning, develop positive behaviour and wellbeing, and remain in education. It may be used for a fixed period and is regularly reviewed, with the aim of a student returning to her full timetable wherever possible.

This can take a number of forms, including:

1. support delivered within school but outside the mainstream classroom (for example, in a dedicated support
2. a placement with a registered external provider offering tailored academic, vocational, therapeutic or behavioural support;
3. a short-term programme designed to address a specific need.

Where alternative provision is arranged, we will discuss this with parents and carers, explain the reasons for it, and keep you informed of your daughter's progress throughout. The school retains responsibility for any student accessing alternative provision and ensures that the provision is safe, suitable and quality-assured.

Pastoral Support Plan

The purpose of a Pastoral Support Plan is designed to support any students for whom the normal school based strategies have not been effective. It is a structured, coordinated, **16 week** school intervention designed to support students at risk of permanent exclusion. It is **not** intended to be a step in the process of permanent exclusion

A Pastoral Support Plan is for students who are not responding to the school behaviour system and not responding to the normal behaviour strategies, who may be disaffected and who may be at risk of permanent exclusion.

This may include students who:

- have had a number of fixed term suspensions (2 or 3 suspensions in one term may trigger a PSP)
- have low attendance which is impacting on their behaviour
- is showing signs of rapid deterioration in their behaviour
- is at risk of failure at school through disaffection
- This is not an exhaustive list

A PSP normally runs for 16 school weeks to ensure the student has the opportunity to demonstrate improvement. A formal review is held at around 8 weeks. But this review could be arranged every 4 weeks should the school decide that this time frame is necessary.

In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks. Such circumstances involve events beyond the control of the student that may reduce their chance of meeting the targets set for them, for example, a family bereavement or a major change in family or school circumstances.

Note that a failed PSP might result in a managed move or a referral to alternative provision.

Parental Involvement:

FBA has a policy of involving parents as much as possible in all matters relating to their child's education. We are committed to working in partnership with parents to ensure that the highest possible standards in all areas of school life, including behaviour.

The liaison between school and home is vital in ensuring that all students can achieve the aims of the school set out in the mission statement.

Governors Disciplinary Committee:

A Governor Disciplinary Committee will be arranged when a student's behaviour is causing the school a serious concern. This could be through a number of factors, not all of which are listed below:

Serious breach or persistent breaches of this policy

- Number of Fixed Term Suspensions (10 days in any one term for instance)
- Number of days in Resettlement or direction to another school
- Failed Pastoral Support Plan
- Constant consequences are having to be applied to an individual who continues to cause concern
- Persistent low level disruption to lessons
- Failure to engage with support offered
- If the safety of staff and students is deemed to be at risk due to the reckless behaviour of the student, in or out of lessons
- Consideration as to whether allowing this student to remain in school would seriously harm the education or welfare of the student or others in the school
- Bringing the school into disrepute, acting in a way which is outside the ethos, expectation and vision of the school Process:

- Headteacher to request a meeting to be organised with a week's notice through Governors Clerk or Headteacher's PA
- Three Governors are required for the panel and if appropriate the Deputy Headteacher
- 48 hours beforehand necessary information will be presented to the panel
- Minutes and actions to be written up 48 hours after the panel has met and copied to panel, Headteacher and parent/carer, student.

Outcome could be, but is not limited to:

- Warning issued to student and placed on student file, monitoring period set with targets
- A further PSP will be put in place if the student is at risk of permanent exclusion
- Managed move to another school
- Fixed term suspension
- Positive referral to alternative education
- Multi-agency assessment and additional support put in place.

Suspensions

The Headteacher have the right to suspend students on disciplinary grounds; only the Headteacher can issue a suspension.

A suspension would be in response to a serious breach of this Behaviour Policy.

A student can be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A **fixed term suspension** can be for the whole day or part of the day. For example, if a student's behaviour is disruptive at lunch time, they may be suspended from the school premises for the duration of the lunch time period. Lunchtime suspensions count as half a day. The behaviour of a student outside of school can be considered grounds for a suspension.

Any decision to suspend should be rational, reasonable, fair and proportionate. If the seriousness of the incident is deemed to be significant, it may be appropriate to issue a fixed term suspension in light of the initial findings and then issue a permanent exclusion in light of further evidence which has come to light following a thorough investigation.

Before deciding to suspend or permanently exclude, the Headteacher may take the student's views into account, considering these in light of their age and understanding, unless it would not be appropriate to do so, and will inform the student about how their views have been factored into the decision. Where relevant, the student will be supported to express their view, including through advocates such as parents or, if the student has one, a social worker

It must be noted that when establishing the facts in relation to a suspension, 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 something happened if it is more likely that it happened than that it did not happen.

The school will treat every incident individually and will look closely at the circumstances of each student involved in each incident. When an allegation has been made regarding a student(s) involvement in a

serious incident, the school will always withdraw the student(s) from lessons until such time as it is in a position to conclude all investigations into the incident. This is a neutral act that will allow the school to carry out its investigation impartially and in a manner that is fair to all involved and is not a punishment for those withdrawn.

The Headteacher must not discriminate in the decision and for disabled children; this includes a duty to make reasonable adjustments. The Headteacher can exclude an EHCP student but must have regard for the SEND Code of Practice.

The Headteacher will, as far as possible, avoid permanently excluding vulnerable students and will take all steps to ensure that the school takes input from multi- agencies and has a system of early intervention in place to address underlying causes of disruptive behaviour.

The list below is not exhaustive, but it indicates what may be considered a 'serious' breach of this Policy:

- Persistent disruptive behaviour
- Refusal to follow instructions
- Persistent defiance to school rules including refusal to have mobile phone confiscated
- Persistent punctuality issues, including lateness to school and lessons
- Repeated failure to attend detentions
- Refusing to be placed in Reset.
- Using foul and abusive language towards any other members of the school community

- Bullying; behaviour by an individual or group, repeated over time, that intentionally hurts another member of the school community either physically or emotionally
- Threatening or intimidating behaviour towards any other members of the school community (including cyber bullying)
- Violence or physical assault against a student
- Violence or physical assault against a member of staff or adult
- Malicious accusations against members of staff
- Discrimination against, harassment or victimisation because of sex, race, disability, religion or belief
 - Unacceptable use of social media, examples being:
 - Inappropriate comments made on social media towards staff and students
 - Inappropriate content (images) shared and distributed on social media re staff and students
 - Creation of fake or fabrication of social media accounts used to upset, undermine or cause distress to members of the school community
 - Uploading images, videos or other forms of multimedia that relate to or impersonate staff or students of the school, onto the internet without prior permission of the school.
- A behaviour which brings the school's good name into disrepute
- Exhibiting anti-social behaviour or attitudes in the local community
- Carrying prohibited items in school. These items can be searched for without parental consent and include knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article likely to be used to commit an offence or cause personal injury or property damage
- Using drugs (including tobacco or alcohol) on the school site or on the way to and from school (including lunchtime)
- Supplying drugs (including tobacco or alcohol)
- Reckless or deliberate destruction of school property
- Reckless behaviour that results in injury to others
- Being in possession of a weapon that could cause harm to others
- Sexual harassment includes sexting, unwanted physical touching (further guidance refer to DfE guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018)
- Theft (either from other students, staff or school property)
- Failure to follow school's internal exam hall expectations which result in disruption
- Persistent defiance of the school's uniform policy

Whenever a student has been suspended, the school will notify parent/ carers without delay of the period of suspension and the reasons for it. Initially this may be by telephone and then the parent will receive written confirmation by either email or letter. We will also notify the local authority without delay, regardless of the length of the suspension, and – without delay after the decision – the student's social worker (if they have one) and the Virtual School Head (if the student is looked-after).

This policy follows the DfE statutory guidance *Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement* (July 2026, in force from 26 July 2026), which replaces the September 2022 version.

The Local Governing Body

The Local Governing Body must consider the reinstatement of a suspended student within 15 school days but only if the suspension:

- Is permanent
- Is a fixed period suspension which would bring the student's total number of school days of suspension to more than 15 days in a term; or would result in the student missing a public examination

The requirements are different for fixed-period suspensions of more than 5 days but less than 15 days. In these cases the governing body must consider within 50 school days whether the student should be reinstated. In the case of a fixed-period suspension which does not bring the student's total number of days to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

The Governors duties are covered in Section 6 of the Exclusion from maintained schools, academies and student referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

When a student is at risk of permanent exclusion following a number of fixed term suspensions for serious breaches of the Behaviour

Reintegration after a suspension, Direction to another school or alternative provision or separation for safeguarding purposes

We will support students in successfully reintegrating into school life and full-time education following a suspension, a direction to another school or an alternative provision, or a separation for safeguarding purposes. We will design a reintegration strategy that offers the student a fresh start, helps them understand the impact of their behaviour on themselves and others, teaches them how to meet the high behavioural expectations aligned with the school culture, fosters a renewed sense of belonging, and builds engagement with learning.

The strategy will be clearly communicated at a reintegration meeting before or at the beginning of the student's return. During this meeting, we will communicate to the student that they are valued and that their previous behaviour should not be seen as an obstacle to future success. Where possible, the meeting will include the student's parents; however, a student will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend. The strategy will be regularly reviewed and adapted in collaboration with the student, parents and other relevant parties.

Permanent Exclusions

A Permanent Exclusion is when a student is permanently excluded from school. The Headteacher are the only person who can permanently exclude a student.

The decision to exclude a student will be taken:

- In response to serious breaches of this Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In the Headteacher's judgement it may be appropriate to permanently exclude a child for a first or 'one off' offence. These may include (not an exhaustive list):

- Serious actual or threatened violence against another member of the school community
- Sexual violence / harassment (further guidance refer to DoE guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018)
- Supplying, using or carrying illegal drugs
- Carrying an offensive weapon or prohibited item likely to be used to commit an offence or cause personal injury or property damage

Schools will consider whether or not to inform the police or other agencies such as Youth Offending Teams or Social Workers where a criminal offence may have taken place. (Further information refer to Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England, page 29, paragraph 77)

If there are parallel criminal proceedings, the Headteacher need not postpone taking a decision on an exclusion solely because a police investigation is underway and/or any criminal proceedings may be brought.

In such circumstances, the Headteacher will need to take a decision on the evidence available to them at the time. It is the Headteacher's decision whether to exclude, and can issue a fixed term suspension or permanent exclusion.

The Headteacher will contact the parent by phone to discuss the exclusion before the student is sent home and in writing state:

- The fact that it is a permanent exclusion;
- The reasons for the exclusion;
- The arrangements to be made by the school for enabling the student to continue their education during the first 5 school days of an exclusion, including the setting and marking of work. It is the parent's responsibility to ensure that the work sent home is completed and returned to school; and to ensure that the parents are aware that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or be given a fixed penalty notice, if they fail to do so;
- The Local Governing Body must meet within 15 school days. The parent may attend and/or be represented at the meeting and /or make written representations. In the case of students who are on an EHCP or have a SEND need, support may be available through the Local Authority.

The Headteacher will take reasonable steps to ensure that work is set and marked for the first five school days where the student will not be attending alternative provision, and will make any appropriate referrals to support services or notify key workers (such as a student's social worker). For a permanent exclusion, the local authority must arrange suitable full-time education to begin from the sixth school day after the first day the permanent exclusion took place.

The notification from the Headteacher will document, for reference, any previous warnings, exclusions or other disciplinary measures that have been taken against the student. The Headteacher will prepare a full written report for the Local Governing Body. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded student prior to the meeting and to the representative at the Local Authority.

The Local Governing Body will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to reinstate the student or will uphold the decision to permanently exclude the student. If the exclusion is upheld then the Local Governing Body must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents then an Independent Appeal Committee would then be convened to hear all representations. The Appeal Committee's decision is binding on all parties concerned

Alternatives to Permanent Exclusion

All school in Havering try to reduce the number of Permanent Exclusions and therefore work together to find other arrangements.

Off-site Direction/Managed Moves or Alternative Provision

Off-site direction (a temporary measure) and managed moves (a permanent move) may be used as preventative measures to permanent exclusion.

An off-site direction places a pupil at another mainstream school; the pupil is dual-registered for its duration. The required review of an off-site direction placement may identify alternative options, including a permanent managed move.

Alternative Provision (Long-term)

There are occasions when, despite sustained support, a student continues to struggle to manage their behaviour in a mainstream school. Therefore, we may arrange a longer-term placement at an alternative provider:

The student will remain on pupil roll of our school, and we will keep full responsibility for her education and welfare;

The student will be dual registered;

The placement is kept under regular review, with formal review meetings.

If these arrangements do not work for any reason, then the student returns and other options are sought after. A student may still be at risk of permanent exclusion.

Restrictive interventions, including use of reasonable force

Strategies for dealing with challenging behaviour:

At Frances Bardsley Academy, staff should consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to students or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and creates the need for intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- verbal acknowledgment of unacceptable behaviour with request for the student to refrain (this includes negotiation, care and concern)
- further verbal reprimand stating that this is the second request for compliance
- an explanation of why observed behaviour is unacceptable; an explanation of what will happen if the unacceptable behaviour continues
- warning of intention to intervene physically and that this will cease when the student complies. If possible summon assistance from On Call/Head of Year/SLT
- physical intervention. Reasonable force being used to prevent a child harming herself, others or property

All members of school staff have a legal power restrictive intervention including use reasonable force (https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

to prevent a student from doing, or continuing to do any of the following:

Types of incident that may warrant physical intervention: The incidents fall into three broad categories:

To prevent or stop a student from:

- Causing injury to themselves or others
- Committing a criminal offence
- Causing disorder among students at the school, whether during a teaching session or Otherwise
- Damaging property

Examples of situations, which fall within one of the first two categories:

- a student attacks a member of staff, or another student
- students are fighting
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a student is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects
- a student is running in a corridor or on a stairway such that she might have or cause an accident likely to injure herself or others
- a student absconds from a class or tries to leave school (NB: this will only apply if a student could be at significant risk if not kept in the classroom or at school)

Examples of situations which fall into the third category:

- a student persistently refuses to obey an order to leave a classroom
- a student is behaving in a way that is seriously threatening the Health and Safety of staff or students in the classroom

Seclusion

Seclusion should only be used as a safety measure to protect others from harm when a student is experiencing high levels of emotional or behavioural dysregulation, and is not acting with intent. It must not be implemented through threat of punishment. The place to which the student is confined should be safe and not feel threatening or intimidating, and the student must be supervised at all times. As soon as the immediate risk of harm has reduced, the student must be allowed to leave.

Restrictive interventions and Reasonable forced trained staff:

SLT : Emilie Darabasz, David Turrell, Laura Hebden, Perry Lynch, Wesley Menlove , Taylor Thurston, Aodhan Lynagh (SENCO), and Kerry Celisse;

Heads of Years: Annette Poh, Aline Ingabire, Jade Cox and Sherelle Oakley:

Non-teaching employees: Paula Hinton, Debbie O'Shaughnessy, and Fiona Martin

Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Separation of students for safeguarding purposes

In certain circumstances, the school can temporarily forbid a student from attending its premises – for example, due to an allegation of harm by one student against another which might require physically separating students. This is not an exclusion on disciplinary grounds. In this scenario, the local authority must arrange education for the student if the school itself or the student's parent does not do so.

This measure will be used only in rare circumstances and only where separating students is essential and cannot practicably be done in a way that lets one or more students remain on school premises. The school will inform parents of the reason, and the Designated Safeguarding Lead (or a deputy) will take a lead role in the decision, using professional judgement and supported by other agencies such as children's social care and the police as required. The governing board will be notified without delay

Searches and confiscation

- If a member of staff suspects that a student is in possession of a prohibited object the student may be searched. This search of a student should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually Pastoral Team, Head of Years and Link SLT)
- The search should be conducted by the same gender as the student and with another adult (where possible of the same gender) before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to say why she has refused. Refusal to allow a search will be taken as refusal to follow staff instructions and depending on the circumstances will warrant a consequence.
- Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as "prohibited items"), the student may be searched without their consent. Parents/Carers will be contacted. Advice should be sought from SLT if this is the case searching the student's possessions includes searching a student's goods over which they appear to have control i.e. mobile phone. Searches will be conducted in such a manner as to minimise embarrassment or distress.

- When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the Police.
- **It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child** but as a school we will be contacting parents/carers as a courtesy that a search has taken place

Investigation of incidents

- If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or the Safeguarding Lead as appropriate.
- If a serious offence appears to have been committed, staff should refer it to the, Head of Year, Progress Manager or designated member of SLT attached to that year group.
- It may be necessary in such circumstances to isolate a student whilst an investigation is conducted.
- Notes should be kept by the member of staff interviewing the student(s) and retained for future reference. These should be signed and dated by those parties involved. Staff will also log any details and outcomes of searches.
- Individual written statements should be taken wherever possible and they must be dated and signed by the student concerned. Any amendments made to these statements by a member of staff should be initialled by the member of staff.
- The school will follow the statutory guidance and advice on 'Screening, Searching and Confiscation' The information can be found at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
- A handheld metal detector (known as a 'wand') may be used as part of a search; the school has been provided with a 'wand' by our Safer Schools' Officer.

Malicious Accusations against School Staff

Where a student has been proved to have made a malicious accusation against a member of the school staff, consequences may be made. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances.

In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality *and may (according to the circumstances):*
- receive counseling to help identify the reasons why they made the allegation
- be included or excluded
- possibly face criminal proceedings

Where a student has been proved to have made a malicious accusation against a member of the school staff, consequence will be imposed.

This is in line with current government recommendations set out in **Ensuring Good Behaviour in Schools: Guidance for Governing Bodies, Head teachers, School Staff and Employers.**

Anti-Bullying Policy

Principles and Values

In all **LIFE schools**, we take bullying and its impact seriously. We encourage all students claiming to be bullied to tell a member of the school staff. Students, parents/ carers should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The schools will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our schools fosters high expectations of behaviour and we will consistently challenge any behaviour which falls below that.

Core Beliefs

The purpose of this policy is:

- to make it clear that all forms of bullying are unacceptable in all LIFE schools.
- to enable everyone to feel safe while at school and encourage students to report incidents of bullying.
- to deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community and, as a result, to reduce the incidents of bullying.
- to support and protect victims of bullying and ensure they are listened to.
- to help and support students displaying bullying behaviour to change their attitudes and understand why it needs to change
- to liaise with parents/carers and other appropriate members of the school community.
- to ensure all members of our community feel responsible for helping to reduce bullying.

Defining Bullying

DfE “Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing Bodies” defines bullying as: “behaviour by an individual or group, **repeated over time**, that **intentionally hurts** another individual or group either **physically or emotionally**”

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Sexual – unwanted physical contact or sexually abusive comment
- Racist/racial taunts – graffiti, gestures
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology – i.e. camera and video facilities

Bullying can take place in all relationships:

- between students and students
- between staff and students
- between staff

Bullying is not:

It is important to understand the bullying is **not odd occasional falling out with friends, name calling, arguments or when the occasional “joke” is played on someone.** Students do sometimes fall out or say things because they are upset. When an occasional problem of this kind arises it is not classed as bullying.

It is an important part of a student's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying at school.

Signs and Symptoms for Staff and Parents/Carers:

A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school
- doesn't want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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 do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- does not want to attend additional clubs
- There may be other signs or behavioural changes that parents / carers will see.

Cyber- bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school.

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher member can examine data or files, and delete these, where there is good reason to do so.

This power applies to all schools and **there is no need to have parental consent** to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the

member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Where any type of bullying is found to be happening the issue will be investigated and each issue treated on an individual basis with the victim and perpetrator both being supported.

Child on Child Abuse

'[Keeping Children Safe in Education 2024](#)' ([Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)) requires a school behaviour policy to include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

FBA 'Anti-Bullying and Procedures' can be found below

Child-on-child sexual violence and sexual harassment

School will be following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

At FBA sexual violence and sexual harassment **are never acceptable, will not be tolerated** and that students whose behaviour falls below expectations will receive a consequence.

Please refer our Sexual harassment and sexual assault policy on our website for further information on reporting, consequence and support. https://fbaok.co.uk/wp-content/uploads/2022/10/FBA_Sexual_Violence_Sexual_Harassment_Policy.pdf

Anti –Bullying: Roles and Responsibilities

Statutory duty of schools

The Headteacher have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents/carers and students.

Roles and Responsibilities of the Trust Board of Directors and its appointed Local Governing Committee (LGCs)

Directors, members of LGCs and Headteacher have a legal duty to ensure the safety of students in their care with particular responsibilities for tackling bullying.

Our Directors and their LGBs are committed to meeting their legal duties through:

- promoting the well-being of students in their schools (Education and Inspection Act 2006)
- safeguarding students (Education Act 2002)
- establishing procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures (Education Act 2002)

Students/ Parents wishing to report bullying:

For Students

Victims of bullying can voice their concerns to any member of staff they feel comfortable telling within our school community. Parents/carers are also welcome to contact staff to express concerns over bullying.

Students can also use the student worry page on the school website. <https://fbaok.co.uk/student-worry-page/>

If all efforts fail to help students stop bullying, the school can take a range of measures to deal with and prevent violent bullying. Please refer to the Step process below.

For Parents/Carers

Parental support is vital for our schools anti-bullying policy procedures. If a parent/carer suspects their child is being bullied, we ask them to report the incident immediately. If bullying is happening via a social networking site or mobile phone, it is very important to keep a record of what is written / posted by taking screenshots.

The following guidelines may be useful for parents/carers wishing to report the bullying of a student:

- try to stay calm
- be as specific as possible about what your child says has happened
- make a note of the action the school intends to take
- ask if there is anything you can do to help your child at school
- remain in contact with the school

If your concerns are not being met:

- check the school anti-bullying policy to see if agreed procedures (Steps approach) are being followed
- make an appointment to meet a Senior Member of staff, this could include the Headteacher
- If the above fail to help, write to the Chair of the Local Governing Body explaining your concerns.
- If you are dissatisfied with the response from the LGB you may refer the matter to the Chair of LIFE Education Trust.

Anti-Bullying : The Step Process

No member of the FBA community should be the victim of bullying. Each member of our community has the right to feel and be safe while at school. This is important for the student's well-being and also because children who feel safe learn more easily.

Our aim is to create an ethos of good behaviour through this policy and our Personal Development Curriculum. Bullying in schools is against the law which means that victims of bullying and harassment can seek redress using various aspects of legislation.

FBA will treat all incidents of bullying seriously and in a consistent, fair and prompt way. The school believes in early intervention and staff are encouraged to be proactive and report any information about issues between students which might provoke conflict.

Bullying will always receive a consequence; the consequence of bullying will reflect the seriousness of the incident. Where appropriate, we will work with students who have been bullied to help them develop the self-esteem and the skills to discourage others from bullying them.

1-.All students to be made aware that instances of bullying will be considered as serious breaches of the school rules and will be followed by punishment and support as appropriate.

2. All students receive, as part of the Personal Development Days, PHSEE sessions and assemblies, appropriate instructions/information regarding the unacceptable nature of bullying, prevention being easier and better than cure.
3. All students are encouraged to understand that to fail to notify staff of incidents of bullying is both to condone and encourage it.
4. All staff to be made aware of the school procedure for dealing with cases of bullying.

5. All students and staff to be made aware of the '**Step Process**' to follow or encouraged to speak with a member of staff. Anti-Bullying Week will always focus on a strand of bullying.

6. Anti-bullying Workshops run regularly in the Platform.

The Step Process (Action to Be Taken)

The Step Process is used as a guideline and subject to change, it was devised with students as part of School Council in June 2024

- The student who is being bullied (The Victim) should tell a teacher/support teacher, friend, parent, carer or guardian
- All incidents of bullying will be logged by the Heads of Years.
- It is a confidential process. The Victim does have the right for their name not to be used.
- **The Victim should generally decide if the Step Process** is to be initiated.
- Each case is taken individually and appropriate actions are taken accordingly. **The Step Process is used as a guideline.**

Step 1

- The Bully is identified by the Victim (if they feel comfortable with this). The teacher talks through the incident with the Victim and with the Bully and discusses how the victim may be feeling.

A clear warning given for it not to happen again.

- Bully advised not to discuss with other students but directed to staff if needed.
- Bully meets with the Victim (with a teacher present) to apologise if the Victim feels comfortable with this.

Consequence: One day in reflection, or extra-curricular activities/trips may be denied.

- Form Tutor/ Head of Year will monitor situation
- If the Victim wishes, a note book will be given to record events
- Parents of the Victim contacted (with their consent) and the Bully's parents notified. (In some cases, we may disregard)
- Wellbeing support to be offered to the Victim and an anti bullying workshop for the Bully (completed in whilst in reflection) but may be compulsory to the Bully.
- Sixth Formers/ Year 11 Prefects to act as peer support/mentor if student wishes.
- Subject teacher's notified if in the same class to monitor. Victim given the option to respite from the group.

Step 2 If the bullying continues despite Step One, the following will occur:

If the victim feels comfortable, a meeting should be organised with the Bully (with a teacher present) to talk through the situation to understand how the victim is feeling.

- Parents of Bully and Bully to have a meeting with the teacher dealing with the incident, to discuss situation.
- Consequence: The bully will be suspended for one day or more depending on the circumstances and given appropriate work linked to bullying

- Additional mentoring/monitoring of the Bully and the Victim by the Form Tutor, or Head of Year.
- A re-entry meeting with the Bully and their parents, with a Senior Member of Staff would follow a suspension. Bully's parents should be given a talk on the impact of their child's bullying on the victim.

Step 3 If the bullying continues despite Step One and Two, the following will occur:

- Meeting convened by teacher with Victim, Bully and potentially other representative such as Student Voice representatives/ Wellbeing Mentors
- Both sets of parents contacted and invited in (separately)
- Both Bully and Victim should be offered counselling / mentoring

Prevention

In all LIFE schools, we recognise that the school plays a significant part in the prevention of harm by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The ethos and working philosophy of LIFE schools means that all staff actively encourage students to have respect for each other and for other people's property.

Staff will regularly discuss bullying, this will inform students that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other students' behaviour.

Prevention of Bullying

The schools will continue to promote positive behaviour through its pastoral system and curriculum.

The school community will therefore

- establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to
- ensure that all students know there is an adult in the school whom they can approach if they are worried about any bullying issues
- ensure that all staff receive up to date training on bullying: this includes Mid-Day assistants, support and supply staff
- ensure that vulnerable students are identified and provision is made for them to receive support

Involvement of students in the prevention of bullying

Students might be consulted through the School Council and through Student Surveys. These tools help gauge opinions and develop strategies to raise awareness of bullying within school.

Guidance

DfE – Suspension and Permanent Exclusion (July 2026, in force 26 July 2026)	https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-student-referral-units-in-England-including-student-movement-comes-into-force-from-26-July-2026.pdf
DfE Guidance – Behaviour in Schools	https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
DfE Guidance – Searching, Screening and Confiscating	https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf
DfE – SEN Code of Practice 0 to 25 years	SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)
DfE – Restrictive interventions, including use of reasonable force, in schools (April 2026)	https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf
Education and Inspections Act – 2006	https://www.legislation.gov.uk/ukpga/2006/40/contents