



The Magna Carta School – Unity Schools Trust
Behaviour, Exclusions and Anti-Bullying Policy



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Contents		
Part 1: Behaviour		
1.	Aims	2
2.	Legislation, statutory requirements and statutory guidance	2
3.	Definitions	2
4.	Bullying	3
5.	Roles and responsibilities	3
6.	School behaviour curriculum	5
7.	Responding to behaviour	6
8.	Responding to misbehaviour from pupils with SEND	19
9.	Supporting pupils following a consequence	21
10.	Training	21
11.	Monitoring arrangements	21
App. 1.	Appendix 1: Written statement of behaviour principles	22
Part 2: Exclusions		
1.	Aims	23
2.	Head of School	24
3.	Grounds for suspension or permanent exclusion	26
4.	CCTV and witness evidence	26
5.	Returning from a suspension	26
6.	Remote access to meetings	27
Part 3: Anti-Bullying		
1.	Statement of intent	29
2.	Definitions	29
3.	Rationale	30
4.	Principles	30
5.	Aims	30
6.	Scope	31
7.	Monitoring and evaluating	31
App. 2.	Bullying Allegation Flowchart	33

Part 1: Behaviour

1. **Aims**

This policy aims to:

- i. Create a positive culture that promotes kindness and encourages excellent behaviour for learning, ensuring that all pupils can learn in a calm, safe and supportive environment
- ii. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- iii. Outline the expectations and consequences of behaviour
- iv. Provide a consistent approach to behaviour management

2. **Legislation, statutory requirements and statutory guidance**

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

- i. Behaviour in schools: advice for headteachers and school staff 2024
- ii. Searching, screening and confiscation: advice for schools 2022
- iii. The Equality Act 2010
- iv. Keeping Children Safe in Education 2024
- v. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- vi. Use of reasonable force in schools
- vii. Supporting pupils with medical conditions at school
- viii. Special Educational Needs and Disability (SEND) Code of Practice
- ix. DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. **Definitions**

Negative / Anti-Social Behaviour includes, but is not limited to:

Disruption within a lesson; disruption within corridors, between lessons, and at break and lunchtimes; Non-completion of classwork or homework; displaying a poor attitude to learning; incorrect uniform; failure to follow instructions

Serious Negative / Anti-Social Behaviour includes, but is not limited to:

Repeated breaches of the school rules; any form of bullying; sexual violence and misconduct; sexual harassment; vandalism; theft; fighting; smoking/ vaping; any form of discriminatory behaviour; possession of any prohibited/ banned items including knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks, pornographic images or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power and is not tolerated at the Magna Carta School.

Our anti-bullying procedures can be found at part 3 of this document.

5. Roles and responsibilities

5.1 The Local Governing Council and the Board of Trustees are responsible for:

- i. Monitoring this behaviour policy's effectiveness, content and holding the Head of School to account for its implementation.

5.2 The Head of School is responsible for:

- i. Reviewing and approving this behaviour policy
- ii. Ensuring that the school environment encourages positive behaviour
- iii. Ensuring that staff deal effectively with poor behaviour
- iv. Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- v. Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- vi. 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 pupils to participate fully
- vii. 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
- viii. Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- ix. Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- X. Reviewing and approving this behaviour policy

5.3 All staff are responsible for:

- i. Helping pupils to be the best they can be
- ii. Establish clear expectations of pupils within the classroom
- iii. Creating a calm and safe environment for pupils
- iv. Establishing and maintaining clear boundaries of acceptable pupil behaviour
- v. Implementing this behaviour for learning policy consistently
- vi. Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with our pupils

- vii. Modelling expected behaviour and positive relationships
- viii. Providing a personalised approach to the specific behavioural needs of pupils
- ix. Considering the impact of their own behaviour on the school culture and how they can uphold our school rules, expectations, ethos and values
- x. Recording behaviour incidents promptly
Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and Carers, where possible, should:

- i. Get to know the school's behaviour for learning policy and reinforce it at home where appropriate
- ii. Support their child(ren) in adhering to the school's behaviour for learning policy
- iii. Inform the school of any changes in circumstances that may affect their child's behaviour whilst in school
- iv. Discuss any behavioural concerns with the class teacher, SSA or SLT member promptly
- v. Take part in any pastoral work following a behaviour incident e.g. review meeting
- vi. Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- vii. 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 behaviour that challenges.

5.5 Pupils will be made aware of the following during their induction into the behaviour culture of our school:

- i. The expected standard of behaviour they should be displaying at school
- ii. That they have a duty to follow the behaviour for learning policy
- iii. The school's key rules and routines
- iv. The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- v. The pastoral support that is available to them to help them meet our behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour for learning policy and wider culture of our school.

Pupils 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 pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils at The Magna Carta School are to show kindness and do things the “Magna Carta way” this means we:

- i. We are on time, every time
- ii. We are well presented and wear our uniform with pride
- iii. We walk quietly on the left in the building
- iv. We follow instructions promptly
- v. We are ready to learn
- vi. We know learning shapes lives
- vii. We are kind to others and ourselves
- viii. We keep our school clean and tidy

Within the classroom:

- i. We sit according to the seating plan
- ii. We take our planner, pencil case and books out
- iii. We remove our coats and place our bags under the desk
- iv. We don't call out
- v. We respect everyone's right to learn
- vi. We work hard for the whole lesson
- vii. We listen
- viii. We don't leave the room without permission
- ix. We leave learning spaces clean and tidy

Teachers will set the tone for the lesson ahead by using clear and consistent 'lesson entry and exit' routines. These routines provide students with a clear framework of how we expect them to behave whilst also preparing students for their next lesson or upcoming social time. Teachers use clear, shared inter-lesson routines which familiarise and automate processes that create space for learning and provide a consistent experience for all students.

We believe that all stakeholders have their part to play in this process and all staff, parents and carers should support their child to be successful within the classroom and wider school environment. Students' behaviour should enable both themselves and others to take part in the lesson and allow the teacher to deliver the curriculum free from distraction.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Our school operate a not seen, not used, not heard mobile phone policy. This means that anywhere on school site, irrespective of the timings of the day, pupils' mobile phones are to be switched off and away.

If a mobile phone is seen, or heard, during the school day, then the following procedures will be applied:

- i. First offence: The phone will be confiscated and given to reception. The student will be allowed to collect the phone at the end of the school day
- ii. Second offence: The phone will be confiscated, given to reception and parents will need to come to school at any time to collect the phone
- iii. Third Offence: The phone will need to be handed in to reception at the beginning of each day for 5 school days. Students will be able to collect the phone at the end of each day.
- iv. Fourth Offence: The phone will be confiscated for 7 days (this will include a weekend) and held securely in the school safe. Parents will be given back the phone at the end of this period.

This process will reset each half term to enable pupils to have a fresh start.

If people continue to breach our mobile phone rules and processes after their 4th offence a Pastoral Support Plan will be instigated and parents will be brought in to school to plan a way forward. This could include, for example, no longer bringing the phone into school, after school detentions or possible suspension from school.

7. Responding to behaviour

7.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the school and within their own classroom environment.

They will:

- i. Create and maintain a stimulating environment that encourages pupils to be engaged
- ii. Display and implement classroom rules in line with the schools behaviour curriculum and the Magna Carta Way
- iii. Develop a positive relationship with pupils, which should include:
 - Greeting pupils throughout the day and at the start of lessons
 - Establishing and following clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or support with something going on within their life

We will consider whether a pupil'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.

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

7.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

All staff across the school will be kind, and promote kindness, as part of their daily practice.

Rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Examples of positive behaviour rewards are as follows:

- i. Achievement points
- ii. Communicating praise to parents/carers via a phone call or written correspondence
- iii. Verbal praise
- iv. Certificates, prize ceremonies or special assemblies
- v. Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- vi. Whole-class or year group rewards, such as a trip or activity

7.4 Responding to negative and/or anti-social behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of a behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of our standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that behaviour that falls below these standards will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviours arising.

Restorative conversations between pupils and staff will always take place after a behaviour incident to help both parties with understanding, this is subject to the willingness of the pupil to engage in this.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered to help support them in moving forwards.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

If the behaviour is during a lesson, the response will be as follows:

1st warning – A verbal warning that specifically identifies the behaviour that needs to stop. The student is reminded of the behaviour we would like to see

2nd warning and/or move - Repeat the warning and/or change their seat

Remove – Email to on call and the student is removed from the lesson with work to complete.

In addition to this, the school may use 1 or more of the following consequences at any time in response to negative behaviour:

A verbal reprimand and reminder of the expectations of behaviour

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home, or at break or lunchtime

Detention at break or lunchtime, or after school

Loss of privileges

School-based community service, such as tidying a classroom

Letter or phone call home to parents/carers

Agreeing a behaviour contract

Putting a pupil 'on report'

Suspension or permanent exclusion, in the most serious of circumstances

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

7.5 Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- i. Restore order if the pupil is being unreasonably disruptive
- ii. Maintain the safety of all pupils
- iii. Allow the disruptive pupil to continue their learning in a managed environment
- iv. Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised within the supervision room and will be removed until the end of that lesson, at which point they will return back to their normal timetable.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

Parents/carers will be informed on the same day that their child is removed from the classroom and that they have been set a 30-minute detention for doing so.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- i. Pastoral Support Plans
- ii. Referral to learning support
- iii. Referral to our in-house alternative provision
- iv. Mentoring
- v. Restorative conversations and meetings
- vi. Use of teaching assistants
- vii. Short-term behaviour report cards
- viii. Long-term behaviour plans
- ix. Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

7.6 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

When imposing a detention, the school will consider whether doing so would:

- i. Compromise the pupil's safety
- ii. Conflict with a medical appointment
- iii. Prevent the pupil from getting home safely
- iv. Interrupt the pupil's caring responsibilities

The following kinds of detentions may be issued to pupils

- 20-minute lunchtime detention
- 30-minute after school detention
- 60-minute detention
- 2h SLT detention

The list of examples here are not exhaustive and are there to outline the severity of each detention.

During the detention pupils will complete restorative tasks such as worksheet and conversations.

Parents and carers need to work in partnership with the school to ensure their child attends detention. Persistent failures to attend will involve escalation to internal and external suspension and this will be discussed during parental meetings and pastoral support planning meetings.

7.7 Suspension and permanent exclusion

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 consequences 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 in part 2 of this document.

7.8 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- i. Causing disorder
- ii. Hurting themselves or others
- iii. Damaging property
- iv. Committing an offence

Incidents of reasonable force must:

- i. Always be used as a last resort
- ii. Be applied using the minimum amount of force and for the minimum amount of time possible
- iii. Be used in a way that maintains the safety and dignity of all concerned
- iv. Never be used as a form of punishment
- v. Be recorded on CPOMs and reported to parents/carers

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

7.9 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.10 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Trust. These are the following persons:

- i. All members of the Senior Leadership Team
- ii. All members of the Pastoral Team (Year Team Leads and SSAs)
- iii. Special Educational Needs Co-ordinator
- iv. Designated Safeguarding Lead

- v. The Director of Education
- vi. The Chief Executive Officer
- vii. Any other member of staff authorised by the Head of School or CEO

All searches will be recorded on the schools safeguarding system, CPOMS.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. Where possible, searches will take place underneath, and in clear view of, CCTV cameras.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- i. The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- ii. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- iii. It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Head of School and ensure that CPOMS reflects this appropriately.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head of School, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- i. Assess whether there is an urgent need for a search
- ii. Assess whether not doing the search would put other pupils or staff at risk
- iii. Consider whether the search would pose a safeguarding risk to the pupil
- iv. Explain to the pupil why they are being searched
- v. Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- vi. Explain how and where the search will be carried out
- vii. Give the pupil the opportunity to ask questions
- viii. Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff must refer to an SLT member for further guidance on next steps and any sanctions or consequences. The aim of the referral to SLT is to understand why a pupil may not be willing to comply and to support in determining the risk to others if the search is not conducted.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- i. Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- ii. Hats, scarves, gloves, shoes or boots

7.11 Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

7.12 Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL, or nominated deputy, and provide a report on CPOMs without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will also be recorded in the school's safeguarding system, CPOMs

7.13 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

A log of this call must be recorded with the search record on CPOMs

7.14 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL) or nominated deputy. They will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.15 Confiscation

The school can seize, retain, or destroy any 'prohibited item' found following a search. The school can also seize any item found in any circumstances which is considered harmful or detrimental to the school and/or Trust, or any item which is evidence in relation to a criminal offence. In addition, a school can confiscate, retain, or dispose of any item belonging to a pupil/student as a disciplinary sanction for misconduct by the pupil/student, where reasonable to do so.

Where the member of staff is not sure whether a substance found is illegal or not but has reason to believe that it may be an illegal substance, it will be treated as an illegal substance.

In determining whether there is a "good reason" not to hand items over to the police, or for not erasing data or files from electronic devices, the member of staff will consider all relevant circumstances and use their professional judgement, including considering the value of a stolen item, and whether an item can be safely disposed of by the school.

Abusive or racially inflammatory images or texts	These will either be handed to the police or destroyed. If the image or text is electronic, it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Acids or toxins	Where acids or toxins are found, these will either be handed to the police or destroyed.

Alcohol	Where alcohol is found, the school will seize and dispose of it. Alcohol will not be returned to the pupil/student, their parents, or any other person.
Any item which may be being used, or have been used to coerce, groom, bribe or intimidate others	Any item falling into this category will be seized and handed to the police.
Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student/pupil themselves).	Any item falling into this category may be delivered to the police or returned to the owner. It may also be retained or disposed of.
E-cigarette or vaping items	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Mobile phones that have contravened school rules	Where mobile telephones or electronic devices are seized, the Head of School, or authorised member of staff may search the device if they reasonably suspect that there is data or a file on the device which contravenes the school rules and which has been, or could be, used to cause harm, to disrupt teaching, to break the school rules or to commission a crime. They can delete the data/file including from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it
Fireworks/caps	Where fireworks are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Controlled substances (including illegal or prescription drugs and associated paraphernalia)	Where controlled drugs are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution. Where there is a good reason for doing so, the school may dispose of the controlled drugs instead of handing them over to the police.
Knives/blades or weapons	Where knives/blades or weapons are found, the school will seize these and hand them over to the police as evidence as soon as possible and co-operate fully with any subsequent investigation or prosecution
Laser pens or similar	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person
Legal highs	Where other substances are found which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline (for example "legal highs" or acid), the school will dispose of them. They

	will not be returned to the pupil/student, their parents, or any other person
Literature or images considered to be purporting extremist views	These will either be handed to the police or destroyed. If the image or text is electronic it will be deleted from the device and from the cloud if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the pupil/student who owns it.
Pornographic images	Where pornographic videos or images are found, the school will seize these and dispose of them. Electronic Images will be permanently deleted from the device and from cloud storage. Where the pornography is extreme or involves children, the school will hand the video/images over to the police and co-operate fully with any subsequent investigation or prosecution. They will not be returned to the pupil/student, their parents, or any other person.
Replica or toy weapons	These will either be handed to the police or destroyed. They will not be returned to the pupil/student, their parents, or any other person
Stolen items	Where items which are believed to be stolen are found, the school will seize these and hand them over to the police as evidence as soon as possible and support any subsequent investigation or prosecution. Where there is a good reason for doing so (for example, where there is no criminal investigation), the school may return the stolen items to their rightful owner instead of handing them over to the police.
Tobacco products, lighters/matches, and cigarette papers	Where these items are found, the school will seize these and dispose of them. They will not be returned to the pupil/student, their parents, or any other person.

7.16 Liability for Confiscated Items

Members of staff who have seized a “prohibited item” have a defence to any proceedings brought against the School or Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy. Whilst the School will ensure that reasonable care is taken of seized items, the school will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

7.17 Strip searches

The authorised member of staff’s power to search outlined above **does not enable** them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil’s mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

7.18 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

7.19 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- i. The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- ii. The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- i. Act to safeguard the rights, entitlements and welfare of the pupil
- ii. Not be a police officer or otherwise associated with the police
- iii. Not be the Head of School
- iv. Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

7.20 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.21 Off-site negative and/or anti-social behaviour

Consequences and sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- i. Taking part in any school-organised or school-related activity (e.g. school trips)
- ii. Travelling to or from school
- iii. Wearing school uniform
- iv. In any other way identifiable as a pupil of our school

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

- i. Could have repercussions for the orderly running of the school
- ii. Poses a threat to another pupil
- iii. Could adversely affect the reputation of the school

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

7.22 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- i. It poses a threat or causes harm to another pupil
- ii. It could have repercussions for the orderly running of the school
- iii. It adversely affects the reputation of the school
- iv. The pupil is identifiable as a member of the school

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

7.23 Suspected criminal behaviour

If a pupil 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 appropriate member of staff dealing with the incident, such as an SLT member, DSL or DDSL 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 consequences, as long as it does not conflict with police action.

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

The police report must be logged on CPOMs with the crime reference number.

7.24 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are always encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- i. Proportionate
- ii. Considered
- iii. Supportive
- iv. 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:

- i. Responding to a report
- ii. 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

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

7.25 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to implement a consequence to the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Any staff that have a concern about another staff member should inform the Head of School without delay.

8. Responding to negative behaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- i. Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- ii. Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- iii. If a pupil 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, or reoccurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples of these based on the needs of the pupils are as follows:

- i. Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- ii. Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- iii. Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- iv. Training and ongoing CPD for staff in understanding conditions such as autism and ADHD

- v. SEMH behaviour interventions
- vi. Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

- i. The pupil was unable to understand the rule or instruction
- ii. The pupil was unable to act differently at the time as a result of their SEND
- iii. The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to consequence the pupil for the behaviour, and other alternatives may be used.

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

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan will be adhered to within the best of our ability and the school will co-operate with the local authority and other bodies.

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

Information and support for young people with an EHC Plan can be found on Surrey County Council's website and within their local offer web page.

9. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school and a range of pastoral support will be implemented to support young people to engage in this policy and understand the expectations of them. Examples of support are as follows:

- i. Pastoral support meetings
- ii. Pupil report cards
- iii. Reintegration meetings

- iv. Parent meetings
- v. 1:1 meetings
- vi. Daily 'check-ins'
- vii. Personalised Timetables
- viii. Access to SEND Support and AP

10. Training

As part of their induction process, and ongoing CPD our staff are provided with regular training on managing behaviour, this is tailored depending on cohorts and the needs of the wider school and Trust.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- i. Behavioural incidents, including removal from the classroom
- ii. Attendance, permanent exclusions and suspensions
- iii. Use of alternative, off-site directions and managed moves
- iv. Incidents of searching, screening and confiscation
- v. Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

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

- i. At school level
- ii. By age group
- iii. At the level of individual members of staff
- iv. By time of day/week/term
- v. 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 pupils are identified by this analysis, the school will review its policies to tackle them.

Appendix 1: written statement of behaviour principles

- i. We promote kindness in everything we do
- ii. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- iii. All pupils, staff and visitors are free from any form of discrimination
- iv. Staff and volunteers always set an excellent example to pupils
- v. Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour for learning policy
- vi. The behaviour for learning policy is understood by pupils and staff and CPD and training is adequate to enable this
- vii. The suspensions and exclusions policy explains that suspensions and permanent exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- viii. Pupils are helped to take responsibility for their actions
- ix. Families and carers are involved, and are supported to be involved, in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The Local Governing Council also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

The school follows statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

Our school aims to:

- i. Ensure that the exclusions process is applied fairly and consistently
- ii. Help governors, staff, parents/carers and pupils understand the exclusions process
- iii. Ensure that pupils in school are safe and happy
- iv. Prevent pupils from becoming NEET (not in education, employment or training)
- v. Ensure all suspensions and permanent exclusions are carried out lawfully

1.1 A note on off-rolling

‘Off-rolling’ is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- i. Remove a pupil from the school roll without a formal, permanent exclusion, or
- ii. Encourage a parent/carer to remove their child from the school roll, or
- iii. Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on the grounds of behaviour that falls short of our Behaviour for Learning Policy, and will not be made:

Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or

Due to a pupil’s poor academic performance, or

Because the pupil hasn’t met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as ‘off-rolling’.

2. *Head of School*

Deciding whether to suspend or exclude

Only the head of school, or acting head of school, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The head of school will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- i. In accordance with the school's behaviour policy **and/or**
- ii. To provide a clear signal of what is unacceptable behaviour **and/or**
- iii. In response to serious or persistent breaches of the school's behaviour for learning policy, **and/or**
- iv. If allowing the pupil to remain in school would seriously harm the education or welfare of others

Where suspensions have become a regular occurrence, the head of school will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour challenges.

A decision to permanently exclude a pupil will be taken only:

- i. In response to serious or persistent breaches of the school's behaviour policy, **and**
- ii. If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Head of School will:

- i. Take the pupil's views into account, considering these in light of their age, understanding and capacity, unless it would not be appropriate to do so. The pupil will in these circumstances be informed about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.
- ii. Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- iii. Take into consideration whether the pupil has received multiple suspensions or is approaching the legal limit of 45 suspended days per school year, and whether suspension is serving as an effective sanction.
- iv. Consider early intervention to address underlying causes of challenging behaviour, including liaising with external agencies, to assess pupils who consistently fall short of the schools behaviour policy
- v. Consider whether the pupil has special educational needs (SEND)

- vi. Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- vii. Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- viii. Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other sanctions provided for within the school's behaviour policy
 - For exclusions, off-site direction or managed moves

Cancelling suspensions and permanent exclusions

The Head of School may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing body. Where there is a cancellation:

- i. The parents/carers, governing body and LA will be notified without delay
- ii. Where relevant, any social worker and VSH will be notified without delay
- iii. The notification must provide the reason for the cancellation
- iv. The governing body's duty to hold a meeting and consider reinstatement ceases
- v. Parents/carers will be offered the opportunity to meet with the head of school to discuss the cancellation, which will be arranged without delay
- vi. The pupil will be allowed back in school without delay

Any days spent out of school because of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the head of school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Surrey Online, Academy 21 or Oak Academy may be used for this. If the pupil has a special educational need or disability, the head of school will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

3. Grounds for suspension or permanent exclusion

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible consequences have been considered, as detailed in the school's Behaviour Policy. The following are non-exhaustive examples of anti-social behaviour that falls short of the school's behaviour policy expectations that may warrant the decision to suspend or exclude a pupil:

- i. Physical assault against a pupil
- ii. Physical assault against an adult
- iii. Verbal abuse or threatening behaviour against a pupil
- iv. Verbal abuse or threatening behaviour against an adult
- v. Use, or threat of use, of an offensive weapon or prohibited item
- vi. Bullying
- vii. Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the head of school will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

4. CCTV and witness evidence

The school uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a consequence. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governors' pupil disciplinary committee meeting.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governors' pupil disciplinary committee meeting. All statements will be signed and dated unless the head of school has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Statements may be taken from staff and pupils in relation to incidents in line with the schools behaviour for policy, and will use the template found within this policy and contained within the appendix of this document.

5. Returning from a suspension

5.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- i. Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- ii. Daily contact in school with a designated pastoral professional
- iii. Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- iv. Informing the pupil, parents and staff of potential external support

Reduced hours timetables will not be used as a tool to manage behaviour, but as a supportive measure for the child, family and wider school as part of the student's reintegration or as an in-school support strategy. If used, it will be put in place for the minimum time necessary and follow LA, and academy trust, policies and procedures.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

5.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before, or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff and professionals will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

6. Remote access to meetings

Parents/carers can request that a governing body meeting, reintegration meetings or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person. In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

If there are issues with IT or access to the meeting, there may also be a requirement to hold the meeting via telephone.

The governing body and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- i. All the participants have access to the technology that will allow them to hear, speak, see and be seen
- ii. All the participants will be able participate fully
- iii. The remote meeting can be held fairly and transparently
- iv. Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, if they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- i. Compromise the ability of participants to contribute effectively, or
- ii. Prevent the meeting from running fairly and transparently

1. Statement of Intent

The Magna Carta School is committed to providing a caring and safe environment for all pupils so that they can learn in a place where they can achieve their full potential. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should feel able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

The Magna Carta School, and Unity Schools Trust, takes all forms of bullying and harassment seriously and is particularly concerned to take action in relation to any incidents which involve identity-based bullying – relating for example to race, culture, country of origin, sexism, disability, giftedness, homophobia or circumstance (e.g. Young Carer, Adopted, LAC). In such cases these issues will be specifically addressed with the bully (and their parents where appropriate) in the course of post incident management.

The Anti-Bullying Procedures have been drawn up with reference to the DfE publication: Preventing and tackling bullying advice for headteachers, staff and governing bodies and The Equality Act 2010.

2. Definitions

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is to intentionally cause harm either physically or emotionally. Bullying is, therefore:

- i. Deliberately hurtful
- ii. Repeated, often over a period of time
- iii. Difficult to defend against

Bullying behaviour may be direct or indirect. Direct forms include: physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact.

Examples of indirect forms of bullying include: ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti (this includes cyber-bullying and sexting).

Harassment is unwanted behaviour which you find offensive, or which makes you feel intimidated or humiliated. You do not need to have previously objected to something for it to be unwanted.

Harassment is direct and includes spoken or written words or abuse, offensive emails, text messages or comments on social networking sites, images and graffiti, physical gestures, facial expressions, jokes.

3. Rationale

There is no justification whatsoever for bullying or harassment and it will not be tolerated in any form. Prejudice and discrimination of any sort is absolutely not tolerated. Bullying, or harassing, behaviour is a problem for both the perpetrator and the victim and is addressed in positive and constructive ways which provide opportunities for growth and development for the bully and target alike (see Appendix 1)

We believe that taking proactive, preventative action is key. This is best done through the development of a school ethos based on mutual respect, dignity of the individual, inclusion, fairness and equality.

Effective management of bullying and harassment is a shared responsibility, and strategies involve school staff and parents working together (sometimes with other professionals) with students who are the targets or perpetrators of bullying or harassment.

4. Principles

All members of staff and all students have a right to carry out their work in a supportive, safe and positive environment. Every student has the right to learn, to experience success and fulfil their potential. Every teacher has the right to teach, to experience success and fulfil his/her potential.

Every member of the school community has the right:

- i. To feel valued
- ii. To feel supported
- iii. To feel safe and secure and protected from harm, humiliation and abuse
- iv. To work and learn in a healthy, pleasant environment
- v. To be treated with respect
- Vi To be treated with dignity
- vii. To be treated fairly

5. Aims

- i. To promote an atmosphere in which there is a respect for others, recognition of others' achievements where individual differences are valued.
- ii. To promote an atmosphere which is conducive to learning.
- iii. To promote behaviour which is in the best interests of all members of the school.
- iv. To promote good manners towards all members of the school community, to visitors and to members of the community outside the school.

- v. To eliminate intimidating and aggressive behaviour in line with our ethos of providing a secure, caring community where bullying and harassment is not tolerated in any form.
- vi. To clarify to stakeholders our methods for responding to incidents of bullying and harassment and for fulfilling our statutory responsibility to respect the rights of students and to safeguard and promote their welfare

6. Scope

This document applies to incidents of bullying and harassment which take place on school premises, on the journey to and from school (while students are in uniform), on off-site activities organised by school and while using school equipment.

Unity Schools Trust, and The Magna Carta School, will respond positively to any information they receive about bullying or harassment outside school thus:

- i. If a student is responsible for bullying or harassing other students outside school, including cyber-bullying, then this matter will be investigated. The bully's parents will be informed so they can take appropriate action. The school will consider whether it is appropriate to notify the police.
- ii. If a student is found to be the target of bullying or harassment outside school then help and support will be offered and advice given on how to avoid further incidents in future. The target's parents will be informed so they can take appropriate action.
- iii. If there are more general concerns about student safety outside school then the local police will be contacted, and their help sought in making the area around the school premises more secure.
- iv. If information is received that a student is being bullied by a sibling outside school this will usually initially be discussed with the parents. If concerns persist then the matter will be referred to the Children's Services.
- v. If a student is being bullied by students of another school the Headteacher of that school will be informed and asked to deal with the matter.

Unity Schools Trust, and The Magna Carta School, recognises that staff can be the target of bullying or harassment. If a member of staff is the target of bullying or harassment by a student, then the same protocols and procedures will apply. If they are targeted by a parent, then this will be dealt with in line with the home/school agreement.

In the event that the perpetrator is a member of staff this will be raised with Human Resources who will conduct an investigation.

7. Monitoring and Evaluating

Each incident of bullying or harassment falling within the school's definition will be recorded on CPOMs under the category of Child-on-Child Abuse.

Any incidents involving race, culture, country of origin, sexism, disability, giftedness, homophobia, biphobia or transphobia will be identified, and logged as a sub heading in the same way.

A termly report will be made to the Head of School and the Local Governing Council, as well as to the Deputy Director of Education (Inclusion), indicating the numbers of bullying incidents and any trends which may have emerged.

Senior staff and members will evaluate the effectiveness of our policies and anti-bullying response and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents and students via appropriate channels.

Appendix 2: Bullying Allegation Flowchart

