



Sponsored by Academy Transformation Trust

Behaviour Policy

Adopted	March 2015
Date of Review	May 2016

*Inspire,
Aspire,
Achieve!*

The Values & Principles Underlying High Standards of Behaviour

At The Hathaway Academy, Governors, staff, parents and students work together to promote the highest standards of behaviour, recognising that:

- Poor attendance prejudices educational opportunity.
- Spiritual, cultural, mental and physical developments all play a part in fostering good behaviour.
- The values of respect for people and property, honesty, trust and fairness and the qualities of self-respect and self-discipline will be upheld in the Academy.
- With rights come responsibilities.
- All communication and actions must be courteous and considerate of others – we should treat others as we expect to be treated.
- Partnership between home and Academy is essential.

This policy confirms the principles that underpin behaviour expectations at The Hathaway Academy in conjunction with other policy documents: Attendance and Punctuality; Child Protection; Teaching & Learning; Anti-Bullying; Equal Opportunities; Exclusion Policy; Academy Pride in Appearance Statement and Exclusions.

1. Aims & Objectives of the Policy

The Hathaway Academy aims:

1. To create a happy, secure, stable environment in which all members of the Academy community can feel proud to achieve their very best, so that our students will:
 - ✓ be healthy
 - ✓ stay safe
 - ✓ enjoy and achieve in their learning
 - ✓ make a positive contribution
 - ✓ achieve economic well being
2. To have mutual respect for each other
3. To have high standards of behaviour with clear and consistent systems for staff and students to maintain these standards.

The Hathaway Academy will:

- enable teachers to teach and students to learn in a safe and orderly environment
- promote excellent attendance and punctuality so that students can learn
- encourage mutual respect, avoiding discrimination, harassment or victimisation of others
- secure good personal discipline through personal responsibility
- praise and reward success and ensure positive behaviour is recognised
- clarify the consequences of poor behaviour and ensure these are consistently implemented
- ensure intervention and support is provided to enable behaviour to be modified and improved
- promote the values of honesty, integrity, justice and responsibility

3. Expectations

- Students should line up outside the classroom before entering and wait to be invited in by the teacher
- On entering the room, the Student Starter Steps should be immediately followed:
 - Go to seating plan seat
 - Coats off
 - Bags off
 - Equipment and planners out.
 - Facing the front
- An electronic register will be taken
- Students should remain seated throughout the lesson unless instructed to move by the teacher
- Students should listen to teachers' instructions without interruption, raising their hand if they wish to speak
- Students should stay totally focused on their learning throughout the lesson

Academy Classroom Expectations



At The Hathaway Academy, **learning** always comes first. During lessons at the Academy, I will follow 5 key pledges. I am an **ENGAGED** student who has **SELF-WORTH** and clear **PURPOSE**:

1. I will attend **all** lessons on time, in **full school uniform** and with the **correct equipment**.
2. I will follow staff instructions **immediately**.
3. I will treat **everyone** with politeness and respect, in tone, word and action.
4. I will remain **totally focused** on my learning throughout every lesson.
5. I will **raise my hand** when I wish to speak in class, unless otherwise instructed.

Culture for Learning

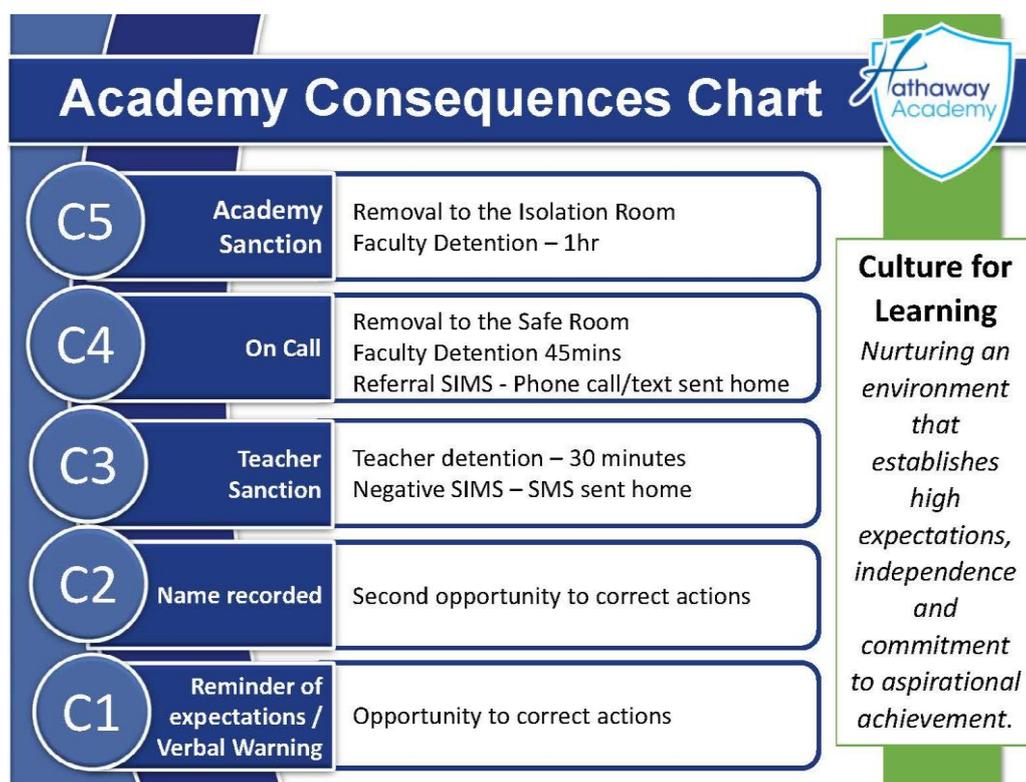
Nurturing an environment that establishes high expectations, independence and commitment to aspirational achievement.

What students can expect from the teacher:

- to be greeted at the door
- To be encouraged to view every lesson as a fresh start – (especially if the last lesson was not a positive experience)
- To be encouraged to make good progress – with sound knowledge of current grades and next steps

Consequences for failing to meet classroom expectations:

There is a four step process to support the student to have the opportunity to correct negative behaviour at an early stage:



This process clearly supports the teacher and a sound behaviour management technique is to encourage the student to convert the initial negative behavior to a positive.

The Form tutor and Progress Leaders liaise closely to monitor students who are not meeting the Academy expectations and initiate a period of monitoring which starts with the Form Tutor → Progress Leaders → Assistant Principal → Vice Principal. See Appendix B for full details of the Stage system.

4. Monitoring & Evaluating the Behaviour Policy

The Assistant Principal has the primary responsibility of the implementation and review of the Behaviour Policy. The effectiveness of the policy will be monitored and analysed on a half termly basis through qualitative and quantitative information.

Behaviour data is shared weekly by the Behaviour Manager (Inclusion) with the Progress Leaders and Faculty Co-ordinators. Progress Leaders analyse the students who appear on the data, agreeing an action plan. Repeat offending students who appear on the data are already catered for with interventions, some on Academy Support or Pastoral Support plans, having group work, counselling, time out, managed moves etc. Every possible intervention is explored to support the student. Early intervention for 'new students' who appear to be having issues within lessons is key.

Faculty Co-ordinators respond to the **staff** who appear regularly on the data and intervene with a variety of support mechanisms which are subsequently reviewed. Lessons which feature regularly on the on call data are identified as 'hotspots' and are supported by other colleagues 'dropping in' to support. A staged system of support is implemented by the Co-ordinators.

Stage 1	Support with drop-ins.
Stage 2	Support via seating plans – student movement to improve dynamics/ teacher student relationship.
Stage 3	Staff given the opportunity to observe a colleague with 'sound behaviour management.
Stage 3	Support plan

NB each stage will need a few weeks to embed, to ensure staff are fully supported.

Routines

- It is expected that students will walk quietly and sensibly around the Academy building, keeping to the left in corridors.
- In the dining room, students must follow the instructions for lining up and clearing up after they have eaten.
- **Mobile phones** and other electronic items are to be switched off and kept in bags while on the Academy premises. Failure to do so will lead to confiscation, with parents to collect. The Academy will not be held responsible if they are lost, stolen or damaged.

5. Rewards & Sanctions

Rewards

The aim of our rewards system is to praise both efforts and achievements and to motivate all to accomplish the highest possible standards at school. Reward points are awarded in recognition of achievement and attainment over and above usual classroom expectations as well as consistently high standards of attendance, uniform, organisation, behaviour and commitment to the Academy. Students can lose points for failing to achieve expected standards. The emphasis of this policy is on promoting and encouraging excellent behaviour and high standards of learning rather than deterring anti-social behaviour.

Rewards can take a range of forms from verbal praise, letters and certificates through to tangible prizes, reward experiences and trips. All subject areas are expected to reward students on a regular basis. These are recorded electronically and monitored by the ALT responsible. An element of competition is maintained through inter-Faculty events which culminate in a final trophy at the end of the year. The Academy also holds more formal occasions, such as assemblies and awards evenings to recognise and reward success publicly, involving students, parents, staff and Governors.

Sanctions

We regulate conduct through a range of suggested sanctions that could happen as a consequence to a behavioural incident, rising in the level of severity through various Stages. Within the list of sanctions, it is stated which members of staff should be responsible for organising and supervising the sanction. The emphasis is on the consistency of action being taken in line with published guidelines.

However, every incident is dealt with individually once other factors have been taken into account.

Any form of sanction should:

- be directed towards individuals rather than groups
- be in proportion to the offence
- be consistently administered
- avoid humiliating the student concerned.

The sanctions could be one of the following:

Loss of personal time – this could take place at break, lunchtime or after school depending on the nature of the incident. For after school detentions longer than fifteen minutes, twenty-four hours' notice will be given. This will be communicated to students and parents through the student planner which is the main form of communication between home and Academy. Students are responsible for ensuring they inform parents and attend on the appropriate night.

The emphasis is on reflecting on the behaviour shown and discussing strategies to move forward:

- Failure to attend will result in escalation to a Faculty Area detention (FAD) – 45 mins. Parents/carers will receive a phone call/text to inform them about the failed stage detention and new FAD detention.
- Failure to attend the FAD detention will result in a Twilight for one hour. A letter is sent home at this stage to reinforce concern about the level of defiance.
- Failure to complete a twilight detention results in an ALT detention.

Isolation/On-call Room

The Hathaway Academy is an inclusive Academy and every effort will be made to keep students in the classroom involved in their learning. However, when a student is on called on two occasions within a week, the student is removed to the isolation room and a parental/carer meeting is arranged urgently. In cases where it is difficult to contact the parent/carer, a meeting is convened between the student, his or her Progress Leader and a senior member of staff to ensure the student can return to lessons swiftly. While it is ideal for a parental meeting to take place, it is important that students are not penalised by serving lengthy periods out of lesson due to non-engagement from the parents.

Isolation

This is an interim sanction used to reduce the number of fixed term exclusions. Students in the Isolation room attend between 9.00-3.30pm for the number of days of their exclusion (usually 1-3 days). Their learning continues during this time. Break and Lunch are taken at alternative times to the rest of the Academy. Failure to follow the rules of the Isolation room will result in exclusion.

A student will be issued with a period in isolation if:

- they have exhibited consistent poor behaviour
- been involved in serious misconduct
- failed to attend an ALT detention

Exclusion – decisions to exclude a student are not taken lightly and are taken:

- a) In response to serious breaches or persistent breaches of the Academy's Code of Conduct AND,
- b) Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academy.

There are two types of formal exclusion:

- i) Fixed term exclusion – a period from half a day up to a maximum of 45 days in any school year
- ii) Permanent exclusion – removal from the Academy completely. This can be the final step following a number of disciplinary procedures or as a result of a first or 'one off' offence including:
 - Serious actual or threatened violence
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an offensive weapon

Where a student has to be excluded, parents will be contacted, initially by telephone, to explain the length and reason for the exclusion and the arrangements to enable their child's education to continue as effectively as possible. An exclusion letter is prepared and handed to the student which includes confirmation of the exclusion and details of the process that enables the parent to appeal the exclusion to the governing body should they wish to do so. A fixed-term exclusion of more than five days results in the student being referred to the local Inclusion Centre where they will be educated for the remaining days of their exclusion.

Only the Principal/Head of Academy (Vice Principal or Assistant Principal with full delegated authority) can issue an exclusion. Any student that is excluded for a fixed term is required to attend a reintegration interview with a parent/carer upon their return. A student will be expected to make a formal apology to the person or persons most affected by their behaviour and may be required to attend a Restorative Justice programme.

Where a permanent exclusion is being considered, the Principal will normally, in the first instance, issue a fixed term exclusion, making it clear that permanent exclusion is being considered. This will enable a full investigation to take place and alternative actions or provision to be considered.

The Governing Body will review all permanent exclusions and all fixed period exclusions that would result in a student being excluded for more than fifteen school days in any one term, or missing a public examination. They would also review exclusions of more than five school days but not more than fifteen days in one term where a parent has expressed a wish to make representations. A student may not be excluded for more than 45 days in any school year. Should the maximum number of days be reached, alternative provision will be sought, either through placement at the Turnaround Centre, a managed move to another school or, where all strategies have been exhausted, permanent exclusion.

Governors' Panel

The Governors' Panel is a group of up to three Governors who meet with students and their parents if the student is demonstrating a potential for exclusion. It is designed to provide another strategy to help the student address their behaviour. Governors will decide on one or more strategies such as mentoring or observation and will monitor the student's progress.

Intervention & Support

This area is vital for the behaviour policy to be a success. Intervention is in place at every stage of the policy framework to ensure students receive the best possible support to modify their behaviour. This includes 1:1 work, focused group sessions and activities, reflection and target setting, specific support programmes, counselling and mentoring as well as input from external agencies and professionals.

Progress Leaders and the Intervention Manager meet on a fortnightly basis to discuss support for specific students. Communication and co-operation between all stakeholders; students, parents, teachers, Subject and Progress Leaders, Behaviour and Pastoral Intervention Manager, ALT and Governors is extremely important in maintaining a positive learning environment and for the behaviour policy to be a success.

In the Community

Students and staff represent the Academy at all times and members of the local community are keen observers. Students must remember that their behaviour at school, going to and from school, on educational visits and during the holidays affects the community's view of the Academy. Appropriate sanctions will be used for any behaviour that adversely affects the reputation of the Academy, whether in or out of the Academy.

Half termly analysis of:	Quantitative Half termly feedback from:
Rewards points issued	Student voice
Behaviour log entries (in lessons and at break and lunchtimes)	Staff
Detentions issued and completed	Parents survey from consultation evenings
Punctuality detentions	Visitors
On-call data	
Fixed term 'internal' exclusions	Strategic use of the behaviour management system
Fixed term 'external' exclusions	
Permanent exclusions	
Lesson observation data (Behaviour)	
Behaviours in relation to student groups. I.e. SEN, ethnicity, FSM, gender, age, subject.	Results of strategic actions taken.
Repeat offences	

Academy Classroom Expectations



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3. I will treat **everyone** with politeness and respect, in tone, word and action.
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5. I will **raise my hand** when I wish to speak in class, unless otherwise instructed.

Culture for Learning

Nurturing an environment that establishes high expectations, independence and commitment to aspirational achievement.

Academy Environment Expectations



At The Hathaway Academy, **learning** always comes first. We know that we learn better in a pleasant, calm and safe environment. I am an **ENGAGED** student who has **SELF-WORTH** and clear **PURPOSE**:

1. I will take care of the Academy building, facilities and equipment.
2. I will move safely, sensibly and quietly around the buildings, keeping to the one-way systems in place.
3. I will always use litter bins to dispose of my rubbish.
4. I will only eat and drink in the designated areas at break and lunch.
5. I will keep to the designated student areas at lunch and break.

Culture for Learning

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APPENDIX B

BEHAVIOUR STAGE SYSTEM

STAGES PASTORAL	STAGES SUBJECT BASED	BEHAVIOURS (However, treat each incident individually)	PROBABLE SANCTIONS	MONITORING/ MONITORED BY	INTERVENTION & SUPPORT
Stage 1 – Tutor Monitoring: (3 or more negative incidents) Initially for a 2 week period with a further 2 week extension period if required.	Stage 1 Low level disruption Lack of effort Lack of home learning	Lateness Lack of Home Learning Low level Disruption Lack of respect for others Lack of effort Chewing gum Uniform infringement	Time out / Student spoken to 1:1. Contact with parent via phone or e-mail Loss of personal time at break / lunchtime / after school to be set by member of staff Loss of reward points	Subject teacher Form Tutor	Check SEN status / Liaison with Form Tutor (FT) Tutor monitoring Contact with parents.
Stage 2 - Progress Leader Monitoring: 3+ negative points, failed at tutor level – referred for PL monitoring.	Stage 2 Referred to subject leader/withdrawn from subject teacher lesson for a period of 2 weeks. RJ work initiated by SL to prepare for student returning to lesson.	Persistent disruption Persistent lateness Persistent violation of rules Rudeness to staff Persistent Lack of HL Refusing instructions	Referral to Subject Leader (SL) Isolation of student with SL/LM during lesson time Loss of personal time at break/lunchtime/ after school with SL Loss of reward points Liaise with FT before placing on Subject report	Subject Leader PL	Liaise with FT Placed on PL or SL monitoring SEN referral Contact with parent via phone, e-mail, formal letter Meeting with parents.
Stage 3 – ASP & report	Stage 3 Referred to AP if return to lesson fails after PL intervention.	Failure to respond to previous sanctions Several incidences across the curriculum Aggressive behaviour Truancy Persistent uniform infringements	Referral to AP Loss of personal time Parents requested to sit in on lessons Loss of reward points	Progress Leader overseen by the Assistant Principal	Round robin by PL Meeting with parents Monitoring by AP Governors’ Hearing Referral to PRU
Stage 4 – PSP & report	Stage 4 Referred to VP if return to lesson fails after AP intervention	Failure to respond to previous sanctions Several incidences across the curriculum Aggressive behaviour Truancy Persistent uniform infringements	Referral to VP Loss of personal time Parents requested to sit in on lessons Loss of reward points	Progress Leader overseen by the Vice Principal	Round robin by PL Meeting with parents Monitoring by AP Governors’ Hearing Referral to PRU
Whole day Isolation – failure to attend Twilight Plus detentions, extreme uniform infringements, aggressive behaviour.					
Internal Exclusion is used for severe persistent disruption, bullying, theft, dangerous behaviour, first offence. An alternative school day will operate from 9.00am to 3.30pm.					
Fixed Term Exclusion – complete refusal to follow instructions, swearing at staff, possession of a banned item, severe persistent disruption, theft, vandalism.					
Permanent exclusion – build-up of temporary exclusions, severe physical violence, putting the health of others in jeopardy, possession of a lethal weapon, inappropriate sexual behaviour, vandalism, severe theft, possession of illegal drugs.					

THA Home Academy Agreement

The Academy will:

- Record all attendance & punctuality for morning & afternoon sessions each day.
- Report attendance to parents half termly.
- Provide a Student Planner where the timetable is recorded and which the tutor checks and signs each week.
- Provide books, worksheets, paper and most technical and scientific equipment required.
- Provide an equipment list to cover all other items needed for lessons.
- Provide a clear list of uniform requirements.
- Provide a PE kit list to cover requirements for all activities.
- Provide a balanced curriculum and strive to meet the individual needs of all students.
- Provide regular reports on student progress in writing and by consultation with parents/carers.
- Strive to reach and/or exceed academic and attendance targets.
- Set varied and appropriate home learning tasks for all students and publish it on the Show My Homework website.
- Provide a wide range of activities beyond timetabled lessons.
- Provide end of the day facilities to help students with their work e.g. Home Learning Club.
- Provide a safe and stimulating environment and encourage students to take responsibility for care of their Academy and respect for the people who work and study here.
- Ensure that students follow the Behaviour for Learning Policy and thereby provide an ordered working environment that will stimulate, encourage and support achievements.
- Respond promptly to any queries from parents/carers.

Signed: _____

Date: _____

THA Home Academy Agreement

The student will:

- Be on the Academy site before the start of day which begins at 8.20am.
- Aim for 100% attendance.
- Bring a letter to explain any absence.
- Wear full school uniform to and from the Academy and throughout the Academy day.
- Bring the correct PE kit to each PE lesson.
- Arrive fully equipped for all lessons & activities.
- Write all Home Learning in the Student Planner and complete on time to the best of their ability.
- Keep the Student Planner up to date, showing it to teachers and parents when required.
- Keep parents/carers, teachers and other students informed of issues they need to know or matters with which the student needs some help.
- Work hard to achieve results they feel proud of in all aspects of their learning.
- Speak to teachers if the work set is posing problems.
- Support their parents, the Academy staff and other students to allow progress.
- Consider participating in and supporting activities beyond normal lessons.
- Accompany their parents/carers to Parents/Carers' Evening.
- Follow the Behaviour for Learning Policy.
- Treat staff, students, visitors to the Academy, the Academy site, the buildings & equipment with respect at all times.
- Keep the Academy free from litter and graffiti.
- Take pride in their work, appearance and the Academy environment.

Signed: _____

Date: _____

THA Home Academy Agreement

The parents/carers will:

- Encourage 100% attendance.
- Phone the Academy on the first day of absence.
- Provide a letter on the day of their child's return to the Academy.
- Avoid any other absence, such as family holidays, whenever possible, as this would affect learning.
- Ensure that their child has all equipment necessary to do well both in and beyond lessons each day.
- Ensure that their child leaves home in full Academy uniform each day.
- Monitor progress and support their child to achieve their targets and full academic potential.
- Provide support and guidance to help their child achieve the best results possible and to enjoy their learning.
- Check that home learning is being recorded and completed and sign the Student Planner each week.
- Provide facilities and support needed for their child to complete home learning successfully.
- Encourage their child to participate in and support the clubs, activities and events organised by the Academy.
- Inform the Academy of issues relating to their child's progress.
- Work with the Academy to promote the closest co-operation between the student, the home environment and the Academy so as to give every opportunity for success.
- Attend Parents/Carers' Evenings and other discussions about their child's progress.
- Work with the Academy to ensure their child follows the Behaviour for Learning Policy.
- Encourage their child to respect the environment both in and out of the Academy.

Signed: _____

Date: _____

Anti-Bullying Policy & Procedures

The Hathaway Academy aims to create a community in which every member is respected as an individual. We believe that every student has a right to receive his/her education in a safe and secure environment free from intimidation, threat or harm from any other person.

Commitment – the Governors and staff of The Hathaway Academy make a commitment to all our young people that all reported incidents will be:

- Taken seriously and dealt with sensitively.
- Followed up with necessary action and support.
- Bullying will be brought out into the open where appropriate, demonstrating that anti- social behaviour will not be tolerated.

The Principal and staff will make clear to both parents and students the different forms of bullying. Parents should inform the Academy of any act of bullying of which they are aware. The parents of bullies will be informed and details of proposed action will be given.

At The Hathaway Academy bullying can take different forms. It can leave students hurt, distressed and frightened. Only by openly acknowledging the problems caused by bullying and by seeking to involve the whole Academy community – students, parents, teachers and support staff, can we hope to tackle it effectively.

It is fundamental to the values of this Academy that a “warm, welcoming and secure learning environment” is created for students. Bullying is clearly at odds with these values and will therefore not be tolerated. All cases of bullying should be “logged”.

Students, through Assemblies, the Tutor programme and the teaching of Social and Religious Studies; are reminded of the potentially devastating impact of bullying on its victims and that no form of bullying is acceptable. Reporting bullying is encouraged – being seen as a **courageous act** rather than that of a weak person. Those who report bullying will be taken seriously and supported in standing up to bullies. We are aware of the need to encourage students to report bullying and foster their confidence in staff handling matters sensibly, with problems resolved rather than delayed to another occasion. Wherever there is evidence that the bullying constitutes a criminal offence, the students who are victims of bullying and their parents will be strongly encouraged to report the matter to the police. The Academy will actively support any referral.

Staff who deal with complaints of verbal bullying have a role in seeking to resolve the situation through discussions with students and their parents, and by seeking to bring the parties together in open conversation. This can be effective although staff must still keep the Progress Leader (PL) for the particular student(s) concerned, aware of the problem, so that a judgement can be made as to when formal sanctions are appropriate.

Parents should always be asked to avoid taking direct action against the bullies or their parents, as this can often make the situation worse. If the bullying takes place outside school hours, it is a matter for police action, but the Academy will always investigate and deal with the situation, involving the parents of the bully.

The parents of students who bully others will always be brought to the Academy to seek their support to change the behaviour of their child.

In all cases of serious bullying, sanctions will be applied on an individual basis in relation to this policy. The purpose of these sanctions is to make clear to the bully and her/his parents that such behaviour is unacceptable, and that legal sanctions will be applied. **We are committed to providing a secure learning environment for our students.**

The Hathaway Academy is a telling Academy

Practice – we have adopted a three point Code of Practice aimed, respectively at students, staff and parents to encourage these values.

Bullying is too important not to report.

Code of Practice – Parents’ Action

- **Encourage** your child to talk to you about their school and social life.
- Feel free to discuss any concerns with members of staff – even minor problems can be distressing to a child.
- **Watch** your child for any signs of distress.
- **Listen** to your child and take seriously any reports of bullying.

If your child is the victim of bullying:

- Do contact the Academy – speak to their Tutor or Progress Leader.
- Make sure of the facts.
- Work with the Academy to develop strategies to support your child.

If your child is responsible for bullying:

- Do not ignore it.
- Make it clear that such behaviour is unacceptable.
- Work with the Academy to develop strategies to change behaviour.

Code of Practice – Students’ Action

Feeling bullied? Feeling unhappy? Then follow these easy steps:

Step One Value yourself and your feelings.
TELL your friends.
TELL your parents.
TELL the Academy, so together they can help.

Step Two: Help yourself. } do not react but TELL
Ignore comments }
Prevent it }

Out of school - avoid the problem/hot spots
- go home with someone else
- take a lift with a parent or friend

- | | | |
|-----------|---|---|
| In school | - | go to a member of staff with whom you feel most confident |
| | - | use the Text Someone or the Help Line box in the B Block corridor |
| | - | Speak to your Progress Leader |
| | - | tell your teacher |

Step three: If you see bullying **TELL** someone, do not give the bully any power. Remember, it is the bully who has the problems NOT YOU.

Code of Practice – Staff Action

1. If you suspect a student is being bullied or have an incident reported to you:
 - talk to the student about it
 - listen
 - offer support
 - DO NOT IGNORE IT
2. Alert the Tutor, Progress Leader or any member of the Academy Leadership Team.
3. Make it clear to the bully that his/her behaviour is **unacceptable**.
4. Make it clear to the victim that the Academy can help and that they will be supported.
5.
 - a) Reassure the student that it is not the students' fault that he/she was bullied;
 - b) Reassure the student that he/she was right to tell you.
 - c) If the student who bullied "gets into trouble" it is his/her own responsibility, never the fault of the student who rightly complained.
6. Continue to monitor closely – do not assume the bullying has stopped.

Homophobic Bullying

Staff and students in the Academy have the right to learn and teach free from the fear of bullying. The Academy does not tolerate any form of bullying, including cyber-bullying, and all incidents of bullying should be reported. Homophobic bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender people. It can be experienced by:

- Young people or adults who are lesbian, gay, bisexual or transgender
- Young people or adults who are thought to be lesbian, gay, bisexual or transgender
- Young people or adults who are different to the usual stereotypes of male and female, in terms of traits and characteristics
- Young people or adults who have gay friends, parents/carers or family members

Bullying can include verbal and physical abuse:

- Calling names, 'teasing' jokes

- Non-verbal abuse such as mimicry, offensive gestures or body language
- Ignoring or excluding someone because they are, or thought to be gay, lesbian or transgender
- Display or distribution of offensive material or graffiti
- Threatened or actual physical abuse or attack
- Unwanted physical contact including sexual contact
- Cyber-bullying via e-mails, chat rooms and mobile phones and any other form of technology

All bullying should be reported to the PL in the first instance, who may then refer to the ALT member in charge of safeguarding if necessary.

The PL will follow the appropriate Academy behaviour sanction.

The designated safeguarding officer will record and keep records of all bullying incidents. Bullies would be placed on the Academy's Child Protection Register/file for monitoring. Parents of a bully may be invited into the Academy for a meeting to address the issue and identify appropriate support for such students.