



Ark Helenswood Academy

Inspire – Achieve - Excel

High Expectations at Ark Helenswood Academy 2017/2018

Principles

At Ark Helenswood Academy, we are committed to supporting our students to excel in everything they do. We believe that in order to be successful our students must understand and be responsible for the choices they make. This policy aims to promote an environment where learning can take place and students make the correct decisions to enable the best chances for all to achieve.

“The headteacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work and which regulate the conduct of pupils.” (DfE 2016, Behaviour and discipline in schools. Advice for headteachers and school staff.)

“Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006) The power also applies to all paid staff with a responsibility for pupils.” (DfE, 2016: Behaviour and discipline in schools. Advice for headteachers and school staff)

Our Aims

- To have high expectations of student behaviour.
- To maximise opportunities for students to achieve.
- To promote resilience.
- To ensure fair treatment for all.
- To promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To ensure a consistent response to both positive and negative behaviour.
- To promote early intervention.
- To create a safe environment free from disruption, violence, bullying and any form of harassment.
- To form active, positive relations with parents/carers to develop a shared approach when improving behaviour.
- To observe, talk to and listen to students when improving behaviour.

Students are expected to:

- Arrive at the Academy between 8.15am and 8.40am to commence the normal school day.
- Be punctual to all lessons. Any student who arrives late may be expected to catch up lost learning time in a detention.

- Remain on site throughout the Academy day and leave promptly at the end of the day unless engaged in organised after school activities.
- Be ready to learn with the correct equipment for their lessons.
- Have the highest expectations of themselves, be polite, respectful and have a positive attitude towards learning and everyone on the Academy site.
- Make an effort to form positive, co-operative relationships with all staff across all subjects to ensure a flow of learning, allowing the whole community to always have the opportunity to achieve.
- Comply with reasonable requests or instructions made by any member of staff, the first time of asking, to avoid disruption to the Academy and the community.
- Behave sensibly during break and lunch and avoid causing disorder in the Academy.
- Put all litter in the bins provided to maintain a tidy and hygienic Academy environment.
- Behave in a safe manner at all times and ensure others around them feel safe and happy.
- Turn off all mobile phones and electronic devices from the moment they enter the school site at the start of the school day until they leave at the end of the day. Such devices should not be seen, heard or used during the school day. If seen students must hand the device over and a responsible adult will need to collect the item on a Friday at the end of school. Please see below for the Academy rules on the right to search students for such items.
- Wear the Academy uniform correctly:
 - Low-heeled black school shoes, which excludes trainers, plimsolls, canvas shoes, sandals and boots. If any student arrives without a note from a medical professional to excuse incorrect footwear they will be isolated until expectations are met. Trainers are expected to be worn in PE lessons.
 - No make-up is to be worn, this includes nail varnish and false nails. Girls will be asked to remove the nail varnish and/or make-up.
 - No visible piercings except for one pair of small studs. Plasters should not be used to cover piercings nor retainers used. Girls will be asked to remove additional piercings.
 - No headphones to be used during the school day.

The Principal will:

- Implement the academy High Expectations policy consistently throughout the school by setting standards for behaviour and supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Report to the Governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Report to/meet with parents/carers when necessary.

Staff will:

- Be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied.

The Local Governing Body (LGB) will:

- Consult with the Principal, staff and parents in order to review the promotion of high expectations in the Academy.
- Ensure that what is communicated to students and parents/carers is non-discriminatory.
- Support the Academy in maintaining high standards of behaviour.

The Local Governing Body, Principal and staff will:

- Ensure there is no difference in application of the policy on any grounds, particularly ethnicity or nationality, culture, religion, gender, disability or sexuality.

Parents/Carers are expected to:

- Fully support the need for acceptable behaviour from their child.
- Support the discipline in place by the Academy.
- Communicate with the Academy and be available to receive communication from staff.
- Make every effort to attend appointments when scheduled.
- Contact the Academy should alternative strategies be necessary in order to support communication between home and the Academy.
- Support the Academy's decisions in relation to the behaviour of their child and cooperate with parenting contracts.

“Parenting contracts can be used in cases of misbehaviour or irregular attendance at school or alternative provision. Parenting contracts are voluntary but any non-compliance should be recorded by the school or local authority as it may be used as evidence in court where an application is made for a behaviour parenting order.” (Section 19 of the Anti-social behaviour Act 2003 provides that “parenting contracts can be entered into where a child who is a registered pupil has engaged in behaviour connected with the school which is likely to cause significant disruption to the education of others, significant detriment to the welfare of the child themselves or of other pupils or to the health and safety of staff or the pupil is at risk of exclusion.”) (DfE 2015. School attendance parental responsibility measures. Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police.)

Students are encouraged to behave in a manner which supports learning and promotes good relations. Poor behaviour and low level disruption prevents the rest of the Academy community from learning and may deprive other students of their right to a good education and opportunities to achieve. It could also lead to young people feeling unsafe, bullied, intimidated or threatened. Students are encouraged to make the correct decision and be positive and cooperative at all times, which the Academy can then praise and reward. It is recognised that students will make incorrect choices at times, and strategies to encourage change in behaviour will be applied. If necessary, the Local Governing Body and the Principal will need to intervene and act to ensure the behaviour of a minority of students does not threaten the education, safety or well-being of others in the Academy and its community. There are a range of sanctions including exclusion.

We have high expectations for all students at Ark Helenswood Academy. We know that where students achieve high standards of behaviour they will achieve high academic and personal outcomes. We:

- Embed high expectations of learning and achieving.
- Narrate the positives throughout lessons.
- Follow up, where necessary, with consequences.

Students are expected to:

- Be reflective and strive for outstanding outcomes through self-responsibility.

ARK Helenswood High Expectations policy gives students choices and opportunities to improve when low level disruption has affected learning and the community. If unchallenged this kind of behaviour interrupts learning and undermines the authority of the teacher. If students refuse to comply with reasonable requests from staff the severity of discipline and sanctions are escalated.

Behaviour points are issued for each sanction, which are recorded on the student's Bromcom profile. This is monitored and will trigger intervention strategies to improve behaviour. As the level of disruptive behaviour increases with severity and/or becomes persistent, interventions will be put in place to address the poor behaviour and disengagement. Interventions include parent/carers meetings, target setting, behaviour contracts, pastoral reports, subject reports, alternative time-tables, alternative break and or lunch provision, parenting contracts, alternative provision, school to school placements and possible exclusion. All staff will lead on student behaviour and intervene to ensure excellent standards are maintained.

Classroom Expectations

Students to:

- Arrive on time.
- Stand until they are invited to sit.
- Place their equipment, planner and reading book on their desk.
- Place their bag in the designated space at the beginning of every lesson.
- Sit as the seating plan – which is reviewed by teachers regularly. Seating plans are decided by teachers and cannot be challenged without a genuine reason that must be discussed between the student and the teacher, one to one away from other students, or by discussion between the teacher and a parent/carer.
- Listen to instructions, and follow them the first time.
- Be respectful to everyone in the class.
- Keep hands, feet and negative comments to themselves.
- Not eat or chew in class.
- Follow the classroom expectations every lesson.

Teachers will use de-escalation strategies before moving to the behaviour system.

It is our intention to reward behaviours that exemplify our values and meet the high expectations, however, where there are instances of behaviour that do not reflect these, we will apply the following:

De-escalation strategies - learning is at the core of everything we do, and there are clear strategies that must be employed before beginning the formal stages of our procedures. Only in the most exceptional circumstances would a stage / stages be missed. De-escalation strategies are highly effective for the majority of students in our Academy. It is an expectation that staff will employ these strategies as soon as behaviours are seen that affect the learning of individuals or groups or contravene our expectations. Clear and consistent classroom routines are the foundation for this process. Best practice is seen when these strategies are typically part of classroom routines.

The following identifies primary strategies that should be used to remind students that their focus must be on learning.

- Clear classroom routines.
- Explicit reminder of the expectations for learning.
- Praise of correct behaviours.
- Use of the reward system.
- Use of non-verbal signs, proximity, distraction, positive instructions and repetition of instructions (then looking and walking away) continuing the lesson to allow the student to respond.
- Name on the board; give student time to comply and make the right choice.
- Use of the language of choice.
- Quiet one-to-one conversation to find out if there is a problem, reminder of expectations for learning.
- Rebuke.
- Move seats.

High Expectations System

B1

Issued to students who do not respond positively to de-escalation strategies.

Student's name is written on the board and a Behaviour Point is logged. Student is reminded that if their behaviour does not improve they will be removed from the lesson.

B2

Student continues to disrupt or is disengaged.

On Call is sent for to discuss the behaviour with the student, outside the lesson, so that learning may still continue for other students. The student is then removed from that lesson and will be placed in another classroom of the same subject.

After school 40-minute detention issued. Teacher calls home. On Call ensures that the sanction is logged. Parent receives a notification of the detention which is to be set for the following day.

The Academy asks that parents/carers support a fresh start the following day and encourage positive behaviour.

B3

The student refuses to cooperate, disturbs the lesson they have been exchanged into or persists in disturbing the academy and community.

The student is moved to the Reflection Room for the rest of the day. After school 40-minute detention is also issued. The Head of Faculty makes the phone call home to the parents. Parent receives a notification of the detention which is to be set for the following day.

The Academy asks that parents/carers support a fresh start the following day and encourage positive behaviour.

Reflection Room (RR)

Student is isolated for a specified amount of time or until behaviour is considered by staff as cooperative and conducive to calm and purposeful learning. At times, the Academy may decide to place a student in the Reflection Room for behaviour that warrants isolation for longer periods of time. While in the Reflection Room, students are to work in silence and complete work provided. Break and lunch times for isolated/excluded students will differ to their peers, but food and comfort breaks will still be given. The RR may also be a place where students are placed whilst we investigate an incident.

If students refuse to go to RR or cause disruption in RR this may result in a fixed term exclusion. If it does, then the condition of the reintegration will be to complete RR.

Fixed Term Exclusion (FTE) or Permanent Exclusion (PEX)

If a student disrupts and breaks Academy rules, an investigation is carried out into the incident by a nominated member of staff at the Academy. The Principal can issue the FTE in the following situations. In some situations a PEX will be issued.

- Failure to comply with a reasonable request from a senior member of staff, including handing over electronic devices.
- Persistent failure to wear academy uniform which has been provided (where possible) for a student who is in incorrect uniform as this is a failure to comply with a reasonable request.
- Breaches of health and safety.
- Persistent failure to comply with the requirements of the Behaviour for Learning system. □ Theft.
- Making false allegations.
- Persistent defiance or disruption.
- Severe bullying.
- Misuse of ICT, social networking or cyber bullying.
- Fighting.
- Use of obscene language and other verbal abuse towards or in front of staff and/or students. □ Physical abuse/attack of staff.
- Physical abuse/attack of students.
- Damage to property.
- Smoking.
- Possession of illegal drugs or other substances.
- Use or misuse of illegal drugs or other substances.
- Supplying an illegal drug(s).
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Arson.
- Racist or homophobic behaviour.
- Bringing the Academy into disrepute.
- Other serious breaches of the Academy rules.

Severe level sanctions such as exclusions can only be determined by the Principal/Vice Principal in line with DfE guidance. Parents/carers are informed and engaged in pastoral/restorative plans in all cases except permanent exclusion. Pastoral/restorative plans will only be considered if there is a degree of contrition, honesty and a willingness to apologise in public if necessary.

Permanent exclusion will be considered if a student:

- a. Is in persistent breach of the provisions of this policy and as a result of her actions there is a serious detrimental impact on the welfare and education of others attending the academy, or
- b. Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident. There is no comprehensive list of exceptional incidents and students and parents should be aware that these will also cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a student take place outside of the academy and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

Searching, Screening and Confiscation:

The Principal and staff authorised by the Principal have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are: knives and any other weapons, alcohol, illegal drugs and controlled substances, stolen items, tobacco and cigarette papers, fireworks, pornographic images, mobile phones and electronic equipment or any other 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).

The Principal and authorised staff can also search for any item banned by the school rules. The law allows schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, and enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where it is reasonable to do so. Schools are not required to inform parents/carers before a search takes place or to seek consent to search their child. The Academy reserves the right to inform the police, where appropriate, with regard to any prohibited item listed above. (DfE, 2014, Searching, Screening and Confiscation. Advice for headteachers, school staff and governing bodies)

If a student refuses to cooperate with a search, a disciplinary penalty will be applied, decided by the Principal or Vice Principal, depending on the severity of the reason of the need to search. At Helenswood, searches will be carried out by same-sex staff, with a second staff member in attendance, however in exceptional circumstances where there is reasonable belief that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff, an exception may be made to this rule.

It is important to maintain good order and authority in the Academy and when a student is issued with a FTE then they should, with parent/carer permission, leave the site immediately, without return until the scheduled reintegration meeting accompanied by their parent/carer. Students must leave the site immediately when instructed to do so and sign out at the office on their way. Alternatively, a staff member can log when they left the site. Students cannot return to the Academy site.

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.” (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Detentions (next day for Y7 and Y8 and Wednesday to Friday for Y9, 10 and 11) Ark

Helenswood Academy set the following detentions to support discipline:

- B2 = 40 minutes after school
- B3 = Reflection room plus 40 minutes after school detention

Multiple sanctions in one day:

- If a student picks up more than one Behaviour point in a day, then further sanctions will be put in place (more than 1x B1 will result in a 40-minute Detention, more than 1x B2 will result in the Reflection room)

Failure to attend a detention:

- Failure to attend 40 minutes escalates to 40 minutes the next day and isolated at lunch
- Failure to attend the second detention escalates to an SLT detention of 40 minutes on the Friday.

Interventions are listed below and are activated by behaviour incidents or exclusions logged electronically:

- Parent/carer meetings
- Success Plan (Report to the tutor)
- Head of Year Report

- Senior Management Team Report
- Pastoral Support Plan (PSP)

“Teachers have a power to impose detention outside school hours.

Parental consent is not required for detentions.

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely;

At Ark Helenswood Academy we use detentions to remind students of expectations, insist students reflect on their behaviour, catch up on missed learning (including homework and learning missed due to lateness to the Academy/lessons). Detention staff will discuss learning with students to find out further strategies that can be used to support learning. The detention room also provides a base for students to get reports signed daily.

Alternative Timetable

Alternative timetables may be implemented for students at risk of exclusion as an additional supportive strategy, with a view to reintegrate the student back into full time education. The Academy recognises the need to keep the time out of the Academy short and therefore requires full commitment from the student to improve their behaviour and avoid harming their education and that or welfare of other students in the Academy.

Success Plans

Eligibility:

- A student considered for a Success Plan must have a genuine need for support. It must be carefully assessed whether a supportive plan which enables embedded behaviour that currently prevents the student from progressing academically is the appropriate course of action to provide long term change.
- Behaviour must not be the main concern for the use of the plan.
- Statemented students who would benefit from the Success Plan must be considered as a matter of course.
- Any member of staff can recommend a student for a Success Plan. The final decision must be agreed by Heads of Year.
- Upon any incident which is deemed severe enough in accordance with the Schools’ behaviour policy, the Success Plan will be terminated and replaced with an appropriate level of Pastoral Report.
- The aim of a Success Plan is to change student behaviour from negative to positive and give the student some more ownership of their attitude to learning throughout the day

CCTV

CCTV may be used by our Academy to manage behaviour and safety, and may be consulted during investigations. CCTV footage can be viewed by staff in order to make a decision as to whether to conduct a search for an item.

Use of Reasonable Force

All Academy staff have the legal right to use reasonable force. Schools do not require parental consent to use force on a student. (DfE, 2013)

“Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Schools can use reasonable force to:

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

(DfE, 2013, Use of Reasonable Force. Advice for headteachers, staff and governing bodies)

Discipline beyond the Academy Gate

Students could be disciplined for inappropriate behaviour that brings the academy’s reputation into disrepute.

Uniform

Students will be issued with a sanction for failing to comply with Academy rules. If students persist in breaking rules, such as refusing to wear correct school shoes, refusing to remove make up or nail varnish or refuse to comply with other reasonable requests to uphold the high expectations policy they will be placed into detention or the Reflection Room until compliance is met. Should non-compliance persist, Middle Leaders, Senior Leadership Team members and the Principal will apply specific interventions.

Ark Helenswood uniform is as follows:

- Navy blue blazer with jade green trim and logo
- Navy blue v neck jumper with jade green trim and logo
- White long or short sleeved reverse blouse, no logo – Terms 1-4
- Jade green Helenswood polo shirt – Terms 5 & 6
- Navy Helenswood drop pleated skirt OR navy Helenswood trousers
- Students may wear the blazer with no jumper; but are not allowed to wear the jumper with no blazer. Blazer is mandatory at all times.
- Navy or black plain weatherproof coat/jacket
- Suitable low-heeled black school shoes (no trainers/plimsolls, canvas shoes, sandals or boots).
- Navy, black or white ankle/knee length socks or navy, black or beige tights.
- (Optional) - Navy Helenswood fleece.
- One small pair of stud earrings may be worn.
- No other jewellery may be worn, including nose or tongue studs/rings or other body piercings. Covering these items with plasters is not allowed. Where girls wish to have new holes pierced in order to wear nose studs etc out of school we advise that they should not do this during a school term. We cannot make exceptions for those who wish to wear a stud to keep the ‘hole’ open. We do not allow a retainer to be worn.
- Long hair (beyond the shoulder) must be tied back.
- No coloured hair.
- No hair accessories e.g. flowers, bows and sparkly hair bands.
- No make-up – this includes nail varnish and false nails.

Coats:

- Coats are allowed to be worn inside the Academy as you arrive.
- Coats are allowed to be worn inside the Academy as you leave.
- Coats can be worn in bus rooms if wet bus rooms are in operation.

Equipment

- Students are expected to bring the correct equipment to school each day:
- Student Planner.
- Reading book.
- Pens, pencil, rulers and any other equipment.
- Calculator.
- PE kit.
- The correct books for their lessons that day.
- Failure to bring the correct equipment will earn an equipment sanction.
- Defacing of a student planner will earn an equipment sanction; this will be checked in student planner week.
- Equipment sanctions are only issued once in a day during 'Line up' by a tutor or head of year.

Electronic Devices

- Helenswood Academy accepts that in the 21st Century students are going to bring mobile phones, MP3 players and other electronic equipment into the Academy.
- This statement is made on the understanding that:
- Items remain the responsibility of the student and as such we will not replace these items if lost or stolen
- Students are to act responsibly when bringing such equipment onto the Academy premises
- If mobile phones, MP3 players or other electronic equipment are brought into the Academy: they must be switched off, and not seen, heard or used from the moment students enter the school site in the morning until they have left the building to go home at the end of the school day.
- Parents/carers wishing to contact their daughter throughout the school day must do so via the main Academy office at the Lower or Upper site. Parents/carers must not contact their daughter's mobile.
- Should electronic devices be seen, heard or used, staff will ask students to hand them over to be confiscated until Friday 3.05pm where students/parents/carers must collect the device from the main office.
- SIM cards will be given to students at the end of the day when the phone was confiscated.
- If students refuse to comply with confiscation they will be issued with an exclusion from the Academy.

Electronic device confiscation

- Student is asked to turn the mobile phone off
- Student can collect the SIM card at the end of the day
- Student receives receipt which should be brought back on at the end of the school day on Friday to collect the device
- Device is put into a school safe
- Home is texted to say that a confiscation has taken place
- Student is able to ask at the office to make a call home (outside of lesson time)

Homework

- Completion of homework is an expectation at Helenswood and should be carried out to the best of an individual student's ability.
- Failure to hand in homework on time will earn an after school detention where students will be expected to attend and complete outstanding work.
- Students may use lunch time or remain behind after school to attend sessions to access additional support with their homework.

Out of Lesson behaviour

These rules are there to remind students that we choose our behaviour all of the time - not just in the classroom. Students will be asked for their planner and be issued a sanction if they:

- Drop litter and don't pick it up.
- Eat in the corridor.
- Use unpleasant language to one another in the corridor.
- Chew gum.
- Are out of bounds.
- Remove food or drink from the canteen and do not dispose of it in the bins.

Courtesy and Manners in the Corridor

High expectations at Helenswood include how we act towards one another. We expect students to:

- Demonstrate respect for one another.
- Keep hands, feet and negative comments to ourselves.
- Walk on the left hand side of the corridor and stairs to give one another personal space.
- Not eat in the corridor.
- Pick up their own litter outside and in classrooms.
- Treat others as we wish to be treated ourselves.

Lower School Break and Lunchtimes

- On dry days students are to be outside.
- Dry days will be designated at the Main Office – students are only allowed in designated areas when the 'Wet Day' sign is up.
- Students are allowed to eat their own food in designated areas.
- Students are not allowed to eat in the corridors.
- If students choose to ignore these requests, then the High Expectations system will be followed.

Upper School Break and Lunchtimes

- Students are allowed to eat their own food in the canteen only.
- Students are **not allowed to remove food from the Dining Hall.**
- Students are not allowed to eat in the corridors.
- If students choose to ignore these requests the behaviour system will be followed.

Student refuses to hand over planner

- All students must comply with a reasonable request. This is a reasonable request.
- The behaviour system will be used and may result in detentions, isolation and possibly exclusion.

Student says they do not have a planner

- Students are given a free planner at the beginning of each academic year. It is the student's responsibility to have the planner. If the student loses the planner, they must purchase a replacement from the main office.
- It is an expectation that parents/carers ensure their child has a planner all year round as it is a communication tool between home and the Academy.
- If a student has no planner, they must get a temporary planner from the office for that day. If this reasonable request is not followed the tutor must be informed. The temporary planner does not replace the official planner.
- Tutors must check that the student has a planner every day and track this. If the student persists with having no planner, parent/carer contact will be made.
- If it continues to persist, the tutor must inform the Head of Year.

Punctuality: Lateness to lessons

Punctuality is a habit for life. Students are to be aware that:

- Wasting time interrupts their learning.
- Late arrival interrupts everyone else.
- References ask for attendance and punctuality.
- Lateness to lessons will be logged and students will be asked to make up missed learning time at detention.
- The Attendance Officer will monitor lateness and add students to detention.
- Students will be given a detention if they are persistently late to lessons

E-bullying

If E-bullying takes place in school, the Academy will follow the procedure below.

- Student statements collected by any staff responsible for supporting behaviour in the Academy.
- Evidence collected from phones/computers/social media sites.
- Students involved are isolated pending the investigation process.
- Evidence passed to the Vice Principal or Principal to decide sanction.
- Inform parent/carer of outcome.
- Record all home contact on Bromcom.
- Evidence deleted in some cases from phone/computer/social media and some contacts blocked, accounts deactivated.
- In some cases, evidence may be referred to the police.
- Pastoral monitoring by HOYs and Tutors.
- Mediation by Pastoral Support Workers
- Refer to inclusion panel if needed by HOYs.
- Documents placed on file.

If the E-bullying takes place out of school but the issues are then brought into school and create further issues the Academy will:

- Follow procedure as if bullying takes place in school

If E-bullying takes place out of school and the issues have not been brought into school and created further issues, then the Academy will do the following:

- Parents/carers are advised to contact the local police to inform them of the bullying.
- Parents/carers advised to keep evidence to show the police

E-Safety Incident Response

