Behaviour

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave.**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and consequences.**

2. Our Behaviour Principles

The school's core values, summed up in the '3Rs' of 'Responsibility, Respect, Relationships', form the basis of our principles for behaviour.

- To take responsibility for one's own actions and for enhancing the learning and wellbeing of all.
- To show respect for oneself, for others and for the school and its structure and reputation and to respect the rights of all to achieve their full potential in the academic, personal and extra-curricular life of the school.
- To develop relationships both within school, and with the wider community, that foster goodwill and that embody the ideals of service, tolerance and equality.

Throughout the school there should be a positive learning climate in which any incidents are dealt with promptly and fairly. Achieving good behaviour for learning is the responsibility of all the stakeholders in The Hemel Hempstead School so that all students can reach their full potential in a safe, ordered and mutually respectful environment where bullying of all kinds is unacceptable.

The school will be relentless in its high expectations of the behaviour of our students and the school's core values, summed up in the '3Rs' of 'Responsibility, Respect, Relationships', form the basis of the principles for behaviour. Our rewards system is designed to foster, celebrate and promote a culture of success whilst our rules are in place to enable our students to be the very best they can be within our community. Students who break our rules will be making a conscious choice and can expect to receive an appropriate consequence.

The Hemel Hempstead School is committed to:

- Promoting a culture of praise and positive encouragement in which all students can enjoy and thrive.
- Promoting self-esteem, self-discipline, respect for authority and positive relationships based upon mutual respect which reflects our school motto *'Esse quam videri'* and our school values.
- Promoting good behaviour both inside and outside of the classroom and within the wider community.
- Promoting consistent responses both to negative behaviours (consequences) but also to positive behaviours (rewards).
- Providing a safe environment for all staff and students that is free from bullying or any form of harassment.
- Working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention to support students where necessary.
- Encouraging positive relationships with students, parents and carers in line with the Home/School Agreement.
- Supporting students to take responsibility for one's actions and for enhancing the learning and wellbeing of all.
- Supporting students to show respect for oneself, for others and for the school and to respect the rights of all to achieve their full potential in the academic, personal and extra-curricular life of the school.
- Supporting students to develop relationships both within school and within the wider community that foster goodwill and embody the school values and motto.

The school will comply with any statutory requirements set out by the Department for Education regarding the management of behaviour.

3. Roles and Responsibilities

The *Governing Body* is responsible for reviewing and approving the written statement of behaviour principles will establish, in consultation with the Headteacher, staff and parents, the policy and keep it under review.

The *Headteacher* and *Senior Leadership Team* will be responsible for the day- to- day management of the policy and procedures.

All school staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leaders/Managers, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policies and procedures consistently.

Parents and *carers* are expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside of school. The school encourages parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour. Parents

and carers are actively encouraged to raise with the school any issues in relation to the operation of the policy.

Students are expected to take full responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

4. Rewards and Consequences

Our core values of Respect, Responsibility and Relationships are at the heart of what we do at The Hemel Hempstead School and our ethos of praise and encouragement is vital in promoting good behaviour. The Rewards System is just one way that we can celebrate the achievement and success of our students in all aspects of school life as we encourage them to strive to excel.

The stories that inspire most readily are those that come from within the school community itself and we know that success breeds success. To this end, assemblies are used to recognise and celebrate the success of individuals and groups from our school community.

Students are rewarded in line with our ASPIRE ethos; Ambition, Self-Belief, Perseverance, Independence, Response and Effort both in and out of the classroom.

Our Consequences System is designed to support students in their learning and their aspiration to achieve. Our ethos at school is to reward students for 'doing the right thing' as often as possible and as a result our expectations regarding behaviour are clear. The Hemel Hempstead School is a place of learning; anything that prevents students from learning goes against our core values of Respect, Responsibility and Relationships and as a result will be taken very seriously. Our Consequences System is based on a clear and fair set of rules that will be applied by all staff consistently across the school.

Our aim is to help students learn how to behave. We have legal power to apply a wide range of sanctions/consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Consequences can include, but are not limited to;

- withdrawing the student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- taking away break or lunch time privileges
- detention
- confiscation of property
- exclusion from school – either for a fixed period or permanently
- community service, such as litter picking.

The Hemel Hempstead School Rewards and Consequences system is detailed in Appendix 1.

4.1 Dealing with In-Class Incidents of Misbehaviour

Classrooms are a place of learning and we have high expectations for student behaviour in lessons. We expect students to:

- Engage fully in learning without disrupting the learning of others.
- Follow the basic classroom code of conduct which includes routines for entering the classroom, seating plans; how to answer questions; having basic equipment necessary for the lesson.
- Show respect for the classroom teacher and any other adults in the classroom.
- Show respect for all other students and learners and to work cooperatively with them to ensure that learning targets are achieved. This includes respecting diversity and the differing views and opinions that other students may have.
- Show respect for the learning environment and the physical equipment made available to them during the lesson.

We believe that the vast majority of behaviour incidents can be dealt with by the classroom teacher. However, there are situations where the poor behaviour of a student continues to disrupt the learning and progress of other students. In these cases we would expect to see an escalation of behaviour management consequences as detailed in Appendix 2.

4.2 Dealing with Out of Class Incidents

We expect high levels of behaviour from students during times when they are not in the classroom. We expect students to;

- Obey staff instructions the first time of asking without comment.
- To travel through the school in an orderly fashion. No running or shouting.
- Wear our school uniform correctly, with pride at all times.
- Not to engage in bullying, teasing, name-calling or any behaviour that makes others feel unsafe.
- Not to eat or drink in non-designated areas.
- Not to be in areas designated as out of bounds.
- To show respect for our school environment and not litter.

4.3 Detentions

C3 Detentions run on a Monday, Wednesday and a Friday for an hour after school and form an important part of our school consequences system. C3A Detentions run on a Friday after school for 2 hours.

- Parents will be given a minimum of 24 hours' notice for detentions lasting longer than 15 minutes and students and parents will receive an email detailing why the detention has been issued and the date on which it is to be served.
- During the detention students will be under the supervision of a member of staff.
- Parents are responsible for collecting students after detentions or ensuring their safe journey home.

4.4 Definition of School Jurisdiction

Dealing with out of school incidents, when students are on school trips, travelling to and from school and/or in uniform, the school expectations apply and incidents will be treated in the same way as if they happened at school. This includes Sixth Form students, who remain subject to school jurisdiction even if off site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. Whilst it is impossible for a school to manage the conduct of students when they are under their parents/carers care, the school can impose penalties on students who have used the internet or a mobile phone to harass another student or member of staff outside school. Incidents outside of this remit cannot be treated in the same way as by the school, although the school will always endeavour to do what it can to support parents, communities and other stakeholders. The exception to this is if the school is aware of incidents outside of school specifically covered in Keeping Children Safe 2018 and subject to safeguarding legislation.

4.5 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

4.6 Supporting Students

Our behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. We recognise that at times students need support to reframe their behaviour that is additional to and different from the consequences system in Appendix 1.

The Hemel Hempstead School is committed to supporting students to learn to modify and change their behaviour and as such both teaching staff and pastoral staff have a range of tools and support mechanisms at their disposal. These can be found in Appendix 3; Herts Behaviour Strategy HHS.

4.7 Special Educational Needs

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported at School Support or who are subject to an Educational Health Care Plan. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

4.8 Continued incidents of poor behaviour or more serious incidents of poor behaviour

In most cases, interventions will reframe student behaviour. However in a minority of cases, individual students continue to demonstrate behaviours which do not meet the expectations of our school and may damage the learning and progress of other students or the well- being of other students or staff. In these cases, and in the case of "one off" serious incidents of poor behaviour, the school will use the higher level sanction of exclusions. These may be implemented as either;

- Internal exclusions held in school.
- Fixed term external exclusions.

At times it is necessary for the Headteacher to consider permanent exclusion in response to a student's behaviour; reasons for this may include, but is not limited to, the following;

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff
- Sexual misconduct
- Supply of an illegal drug, or severe misuse of an illegal drug.
- Possession of an offensive weapon.

Further information relating to exclusions can be found in our Exclusions Policy.

5. Behaviour Management

5.1 Classroom Routines

All lessons at The Hemel Hempstead School will start and finish in the same way. Staff will endeavour to meet and greet students at the door of the classroom at the start of every lesson.

The following list of expectations will be displayed in all classrooms across the school. Tutors and classroom teachers should refer to them daily.

At the start of a lesson/tutor time, as a matter of routine:

1. Students remove outdoor clothing, place bag(s) under table and place book(s) and equipment on table and KS3/4 students stand silently behind chair until asked by the teacher to be seated.

2. If a register is called, students respond as directed by the teacher. They must address the teacher by title and/or name.

Throughout lesson/tutor time:

3. HHS Rewards and Consequences policy applies

At the end of a lesson/tutor time, as a matter of routine:

4. Students pack away when directed by the teacher and KS3/4 students stand silently behind chair

5. KS3/4 students are dismissed by the teacher in groups (eg pairs, rows, blocks)

Finally, but most importantly: Message for students

Teachers are in the position of parents/guardians while you are in school. This means in particular that:

● There is no excuse for rudeness, disrespect or insolence towards teachers

● Any reasonable request from a teacher should be carried out at once and without

argument

● All staff and students should be treated with respect.

5.2 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Rewards & Consequences System and the ASPIRE posters
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines including the classroom routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting, promoting and modelling good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

Further information regarding Classroom and Pre C1-Behaviour Management can be found in Appendix 4.

5.3 Student Code of Conduct

Students are expected to:

- Be on time, remove their coats and be prepared to work.
- Ensure they have all the equipment they need for learning.
- Work in the seat or area designated by the teacher.
- Follow instructions at the first time of asking.
- Listen to others when they are contributing to the lesson.
- Respect other people and property at all times.
- Try their best to complete the task set.
- If they are stuck or need help, ASPIRE!

5.4 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to students.

Prohibited items include:

- Smoking paraphernalia including e-cigarettes
- Inappropriate household items not intended for school use (e.g. spray foam)
- Pornography
- Weapons
- Energy drinks
- Food stuffs with the intent to sell
- Mobile or electronic devices such as laptops, tablets or smart watches used without permission

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

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

5.5 Physical Intervention

In some circumstances, staff may use reasonable force to restrain or protect a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All staff are authorised to use physical intervention, some are specifically trained how to do so, none are required to do so if they feel it may place them at risk. Where physical intervention is used, parents/carers will be informed as soon as possible.

6. Appendices to the Behaviour Policy

- Appendix 1 - Rewards & Consequences
- Appendix 2 - Consequences in the Classroom
- Appendix 3 - Herts Behaviour Strategy HHS
- Appendix 4 - Pre C1 Behaviour Management Strategies
- Appendix 5 - Anti Bullying Policy

Our Behaviour Policy should be read with reference these further school documents;

- Anti Bullying
- Exclusions
- Safeguarding
- Drugs Education
- Attendance
- Equality and Diversity
- Uniform
- Guidance on Physical Restraint
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- Guidance on Searching, Screening and Confiscation
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

7. Sharing Your Concerns

Further information may be found at
http://www.hhs.herts.sch.uk/addressing-your-concerns/

7.1 Students

If a student has a complaint about the way he or she has been disciplined or treated then he or she must firstly discuss the matter with the form tutor.

If the matter remains unresolved or concerns the form tutor then it should be referred to the Head of Year.

It is envisaged that the majority of student concerns can be dealt with at this level. However if a matter remains unresolved then a member of the Senior Leadership Team will review the matter.

7.2 Parents and Staff

The Governors have a published complaints procedure which can be obtained from the Clerk to the Governors at the school.

Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance).

Signed (Headteacher):   Date:

Signed   Date:

(Chair of Governors):

Review Date:

Appendix 1 - Rewards & Consequences System

Rewards

Our core values of Respect, Responsibility and Relationships are at the heart of what we do at The Hemel Hempstead School and our ethos of praise and encouragement is vital in promoting good behaviour. The Rewards System is just one way that we can celebrate the achievement and success of our students in all aspects of school life as we encourage them to strive to excel.

The table below details how these rewards will be allocated

Reward Code		Behaviour	Reward	Value
RA RS RP RI RR RE	**A**mbition **S**elf-Belief **P**erseverance **I**ndependence **R**esponse **E**ffort	Demonstrating school values in and out of the classroom	R1 logged on system	1 point
R2		Excellent work or progress in a single subject area Excellent contribution to the school community	Postcard home	3 points
R3S	Subject	Outstanding work or progress over a term in a single subject area	Head of Faculty/Subject Certificate	5 Points
R3C	Community	Outstanding contribution within the school community	Head of Year Certificate	5 Points
R4		Exceptional achievement or service to the school or wider community	Headteacher's Commendation	10 Points

Value Points			
Certificate	KS3	KS4	
Bronze	25	15	Issued by Tutor
Silver	60	40	Issued by Head of Year
Gold	100	70	Issued by Assistant Head
Platinum	130	105	Issued by Headteacher
Diamond	200	150	Issued by Headteacher

Year 11

Any student with more than 5 C3's or a fixed term exclusion from school will have their invitation to the prom withdrawn.

Celebration of Success Every term all your value points will be added up and your Head of Year will issue certificates in assembly based on your net total (rewards – consequences). In addition to certificates being awarded in a year or whole school assembly, an email will be sent home to your parents/carers so that your success can be recognised at home as well as in school. Achievement for the whole year will be recognised at the School's annual Prizegiving assembly, to which parents will be invited.

At the end of the winter and spring terms the top 10 students in each year group will be invited to a celebration. At the end of the summer term the top 10 students will be awarded a certificate at Prizegiving.

Additional Rewards

100% attendance: Students will be entered into a prize draw at the end of the winter and spring term and emails will be sent home. In the summer term certificates for excellent attendance will be awarded at Prizegiving.

Subject awards: Certificates awarded at a year group assembly at the end of the autumn and spring terms and emails sent home. Certificate awarded at the end of year Prizegiving assembly for excellent work throughout the year.

Consequences

Our Consequences System is designed to support you in your learning and your aspiration to achieve. Our ethos at school is to reward you for 'doing the right thing' as often as possible and as a result our expectations regarding behaviour are clear. The Hemel Hempstead School is a place of learning; anything that prevents you or others from learning goes against our core values of Respect, Responsibility and Relationships and as a result will be taken very seriously. Our Consequences System is based on a clear and fair set of rules that will be applied by all staff consistently across the school. The system gives you the opportunity to behave. Should you choose not to behave, you will be given a warning, if practicable. You will then be given the choice to regulate and manage your own behaviour. If you fail to do so, you will receive a consequence.

Consequence Code	Examples of Behaviour	Sanction
C1	Disrupting the lesson and/or the learning of others. Inappropriate use of mobile phone*. Uniform infringement. Inappropriate behaviour around school. Lateness to registration or assembly. Lack of equipment. Lack of effort.	Verbal warning *mobile phone will be confiscated
HW	Failure to complete homework to an acceptable standard. Failure to hand in homework.	Faculty detention
C2	Repetition of any C1 offence.	Verbal warning
CC	Littering, chewing gum, inappropriate behaviour in the canteen, uniform infringements requiring break/lunchtime isolation etc.	½ hour school community detention (lunchtime)
C3	Repetition of any C2 offence. Refusal to follow instructions. Rudeness to staff. Inappropriate behaviour. Going out of bounds. Abuse of school ICT systems/Social Media (inc loss of internet privileges). Failure to attend HW detention. Lateness to lesson or assembly (>5mins). Lateness to school (>2 per week).	1 hour detention (Monday, Wednesday, Friday)
C3a	Failure to attend a C3 detention. Misbehaviour during a C3 detention. Injuring another student. Bullying. Lesson truancy. Going off site at lunchtime. Use of offensive language inc. racist/homophobic. Inappropriate use of Social Media. Dishonesty/lying to a member of staff. Removal from a lesson.	2 hour detention (Friday evening)
C4	Failure to attend a C3a detention. Two C3s in one day. Persistent C3 behaviour. Walking away from a member of staff/deliberate defiance. Physical aggression. Bullying inc. racist/homophobic. Theft. Graffiti. Vandalism. Possession of smoking materials inc e-cigarettes.	Period of isolation in the ABI Room
C5	Persistent C4 behaviour. Aggressive or offensive behaviour towards a member of staff. Physical assault. Persistent bullying inc. racist/homophobic. Unacceptable behaviour during isolation. Bringing the school into disrepute. Smoking or possession of alcohol.	Fixed term exclusion
C6	Persistent C5 behaviour. Possession of offensive weapon or illegal drugs. Serious theft or vandalism. Violence towards a member of staff. Serious physical assault. Sexual misconduct.	Permanent exclusion

Please note that this grid is not an exhaustive list and designed to be a guide; each case will be judged on its own merits.

Students who accumulate a number of specific consequences over the course a half term will be issued a C3 at the start of the following half term. These consequences include: Lack of equipment including reading book (x3 per half term). Uniform infringement (>3 per half term). Receiving 3 x HW (per half term)

Appendix 2 - Consequences in the classroom

In all classrooms we should aim for rewards to outweigh consequences. We need to concentrate on positive aspects of behaviour.

Work from the least to most intrusive strategy	**Set the scene and move through the process**	**For example**
↓	● Describe the student's behaviour and remind them of the rule	"Sarah you are talking. What is the rule about talking?"
	● Remind them about the consequence ONCE	"Sarah, if you choose to keep talking that is a C1".
	● Apply the consequence	"Sarah, you are now on a C1".
	● Remember to log the consequence when convenient	
	● Use this sequence in ALL lessons	

Be consistent – it's not the severity of the punishment that changes behaviour, it's the certainty.

● Use this approach with all students*

● Students must perceive this as a predictable and reliable pattern.

● Use Pre-C1 Strategies wherever possible (see appropriate section).

● Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students learning.

The consequence sequence

After applying your pre-C1 behaviour management strategies and in the event that a student continues to misbehave in your lesson a C1 may be issued.

*As staff, our aim is that a student **SHOULD NOT** move through each consequence stage in rapid succession.*

Between each stage a range of strategies, similar to those used at the pre-C1 stage, should be used to prevent the behaviour escalating.

- Avoid 'dwelling' on an issue.

- Maintain a clam and factual approach.

- Maintain eye contact.

- Point out the rule broken, ignore secondary behaviours and praise/reward when all is well.

- Talk about 'DOs' rather than 'DO NOTs'.

- Pause and look can be a great form of communication.

- Use non-verbal communication e.g. hand held up to stop.

- Give them a way back from moving to the next stage.

- Separate the behaviour from the person.

When do I call for further assistance?

If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then request a Leadership Callout.

If you are unable to use the SIMS Alert button, phone or send a responsible student to ABI to make the request.

What to do following an LT call out

Ensure the consequence has been logged with sufficient factual information in the comment box on SIMS. If the incident has led to anything higher than a C3, please liaise with the ABI office to complete the appropriate paperwork. If the incident has led to a period of isolation – ensure you take time out to visit the student in the ABI to build any bridges.

Appendix 3 - Herts Behaviour Strategy applied at The Hemel Hempstead School

A Tiered Approach to Behaviour

Hertfordshire's Tiered Approach to Behaviour

Hertfordshire Behaviour Strategy

2015 - 2018 Support and Provision

This document has been adapted to fit The Hemel Hempstead School's behaviour policy and is designed to support staff dealing with behaviour and pastoral issues as part of their day to day role. This tiered approach is designed to support staff and students and do everything practical and efficient to avoid permanent exclusion.

Tier 1 - Behaviour Management at The Hemel Hempstead School

Behaviour Management at The Hemel Hempstead School is supported by:

● Clear set of classroom expectation that are consistently applied across the school

● The school's Behaviour Policy

● 'Rewards and Consequences' and classroom expectations are communicated to all stakeholders at the start of each academic year to enable everyone to be clear of the school's behaviour expectations, copies are visible in classrooms and on the school's website

● Home/School Agreement is signed and return by all students new to the school either in Year 7 or in-year admissions

Induction:

● All new staff to have a clear induction process with the Director of Learning responsible

● Clear transition process in place at KS2 to 3, KS3 to 4 and KS4 to 5. Each transition phase is managed by the appropriate KS lead. Students and parents are at the heart of each transition phase

● For In-Year Admissions an initial meeting should be arranged for student and parents to meet with a senior member of staff and the relevant HOY. This should also include a tour of the school and a discussion of the reasons for an In-Year admission to The HHS.

- Appropriate arrangements should be made, relevant to the students needs and should be communicated to parents/student before a start date is agreed

Pastoral / therapeutic support:

- All students are assigned to a tutor group within each year group

- Students keep in touch with their form tutors 4 mornings a week in tutor time

- Students have one main assembly per week and during tutor time follow a programme of short PACE type activities to support personal, social, emotional and health issues relevant to the year or key stage

Other examples of therapeutic support may include:

Report Cards

Meetings with Parents

Mentoring

Counselling

Protected Behaviours

other appropriate school based interventions

CPD:

- Pre C1-behaviour INSET available as part of the induction package for NQT's and trainee teachers

- 'Rewards and Consequences' and classroom expectations updates and reminder form part of the first INSET day in September

Support from FSW:

- Termly meetings between SFW and EBE give updates on open cases. This information is then shared with HOYs

- HOYs can refer cases/families to SFW by using the appropriate Gade Schools referral form (found in the Team Drive)

Communication:

- As a school we would encourage early intervention by creating positive relationships between student, form tutor and home

Seeking advice from the following:

- HOY's
- Relevant Assistant Headteacher
- EBE
- RPU (SEND)
- NHA
- School Nursing Service
- MMc (Attendance)

Tier 2 - Outreach

This is outreach work designed to support students in class here at The Hemel Hempstead School by working with either an existing member of staff with a particular therapeutic skill or an external provider over an extended period of time (e.g. a term).

Early intervention such as:

- Pastoral Support Programme
- Resilience
- Mindfulness
- CBT/NLP
- Anger Management
- Pupil Support Worker
- ESC Outreach
- Young Carers
- Thriving Families/Families First
- Youth Offending Team
- Herts Young Homeless
- Youth Connexions
- CAMHS (Step 2)
- School Nursing Service
- School Family Worker

Examples of Support may be:

- Small group work - an intensive block of support

- 1:1 support in class at current school (this would be for an agreed amount of time)

- Nurture Group

- Tailored CPD for staff (support and strategies for teachers and TA's)

- Circle of Friends

- Anger Management/Resilience/Mindfulness groups

- Appointment at Behaviour Surgery to discuss strategies

Examples of Good Practice:

- A transparent programme of support implemented, that has been agreed between parents, student and school

- CPD identified for particular groups of staff to enable them to effectively manage more challenging behaviours in the classroom and confidently implement Behaviour Plans

- Tailored CPD from DESC or any other relevant setting

- Parenting classes offered to empower parents and enable them to meet with parents who also face similar challenges providing them with a support network

- Risk Management Plan in place clearly identifying triggers and effective de-escalation strategies currently used by the school to enable outreach support to adopt school good practice. These plans may include a flow diagram so communication is clear and effective. This may be needed in cases where students place themselves or others in harm's way as a result of their behaviour.

- Outreach support to have a named contact within the school who has an understanding of emotional needs and behaviour, this may be the form tutor or other member of staff where there are regular weekly updates enabling all practitioners to reflect against progress.

Tier 3 - Intensified Outreach

This support is for students who have had fixed term exclusions or who at serious risk of fixed term exclusions. A PSP must be in place before these services can be engaged.

This support work would be outreach to support students at The Hemel Hempstead School or at a local alternative provision. Students would work towards reintegrating back into full time education at The Hemel Hempstead School.

Intervention from External Agencies such as:

- DESC Outreach
- Behaviour Support Services Outreach CAHMS (Step 3)

This provision may include access to further support services which may include Play Therapy, Counselling, Art Therapy, Family Support Worker, EP etc to work with and around the family.

Examples of Support may be:

- DESC outreach or possible hub programme at KS3

- Reduced timetable (for a short and specified period of time)

- Tailored support and strategies for school staff to aide integration / reintegration

- Appointment at Behaviour Surgery to discuss strategies

- Solution focused discussion with DESC and Rachel Choosey

Examples of Good Practice:

- A programme of support that enables the young person to succeed both socially and academically

- DESC responsible for accurately pitching work for the team to deliver on a daily basis

- Behaviour support workers to achieve HLTA status ensuring high quality provision is in place

- For those young people requiring an EHCP statutory paperwork to be collated in collaboration with stakeholders enabling more specialist provision to be accessed

- Provision must meet the 22 - 25 hours entitlement

Tier 4 - In reach

This support would be for students with multiple fixed term exclusions, who are at risk or permanent exclusion or require a managed move.

At this point a full review of the student's history should be completed to ensure that targeted support is put in place for the student and the family.

Examples of Support may be:

- An intensive period of support at DESC

- Alternative provision such as work experience at KS4

- Reduced timetable (for a short and specified period of time)

- Appointment at Integration Panel to discuss next steps

- Solution focused discussion with DESC and Integration Panel

Examples of Good Practice:

- EHCP statutory paperwork submitted at Tier 3 to enable recommendations from the EHC Plan to be implemented - potential transition to a more specialist setting

- Professionals meeting for Team around the Family

- Young person is dual registered, entry assessments undertaken to determine the personalised learning programme and length of time required to enable either: return to current school or transition to new school

Tier 5 - Change of Provision

Students in need of a managed move instead of permanent exclusion or 6th day provision due to a permanent exclusion.

Examples of Support:

- Transition to a full time DESC place at KS4

- Managed move to another school via Integration Panel

- 6th Day provision at another school until place becomes available

Integration Team to source provision for young person within an agreed timescale and programme of support to be part of this transition via Tier 3 provision.

Appendix 4 - Pre C1 Behaviour Management Strategies

Saying 'Thank you'

'Please' is a plaintive and suggests that there is an option to say 'no'.

Saying *'Thanks'* after an instruction assumes compliance.

Positive classroom rules

Students need to know what is expected of them in your classroom.

Use the classroom rules, which make desired behaviour explicit.

The rules should tell the students what to do rather than what not to do. Consistency is vital.

Partial Acknowledgement

If a pupil beings to argue about an instruction, acknowledge that you have heard but continue to state the expectation.

"I know you would like to keep working in groups, but we must move on with the lesson now".

Take up time

When you give an instruction and give the student some time to comply.

Ignore secondary behaviour

Avoid letting the student turn a minor incident into a major conflict by deflecting you away from the primary behaviour.

Language of choice

Give them a choice about behaviour. Use simple, realistic choices to leave the student directly responsible for choosing their own behaviour.

"Paul, if you continue to disturb other students then you will be issued with a consequence. It's your choice".

Use praise

Praise those who are doing it right. Use the rewards systems to support this.

Praise should be descriptive and meaningful.

"Tom, you followed the instruction exactly, well done".

Broken record

Calmly repeat the instruction you have given without getting angry.

Same pace, same volume, same tone.

Stick to the issue.

"Fiona, what are you supposed to be doing?"

Inevitable consequences

Sanctions or rewards – always follow through with it.

What changes behaviour is <u>certainty</u> not <u>severity</u>.

Stay calm

Calm and predictable teachers *tend* to have calm and predictable students.

If you're not calm, pretend to be!

Think about your body language.

Seating Plans

Having a seating plan serves two very useful purposes:

1. It enables you to learn the students' names quickly and efficiently. If they sit where they want, you'll have no reference point other than your memory with which to connect names to faces.

2. It breaks up unhelpful friendship groups and focuses the pupils on the idea that the point of the lesson is to learn, not to socialise with their mates and catch up on the latest gossip.

Making a plan

Before you teach your class for the first time, design your seating plan. Even if you don't know them at all, you can randomise the arrangement by choosing an alphabetical order; or by arranging in alternate gender; or by any other sequence that introduces an element of chance. Do not however, put all the boys on one side and all the girls on another!

● Separate students who do not work well together by row and column

● Mix up gender

- Mix up abilities

- Keep the students with needs nearer you (either SEN or behavioural)

- Insist on the seating plan – stick to your guns!

- Keep copies of your seating plan for cover lessons

- Identify interventions in your pink folder

Appendix 5 - The Hemel Hempstead School Anti-Bullying Policy

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:

Designated Safeguarding Lead (s): Tim Jordan, Deputy Headteacher

Named Governor with lead responsibility:

Date written: October 2018

Date agreed and ratified by Governing Body/Trust/Committee:

Date of next review: October 2019

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2018 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

1. Policy objectives:

- This policy outlines what The Hemel Hempstead School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- The Hemel Hempstead School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2. Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Exclusions policy
- PACE (policy)
- ICT (policy)

3. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

4. Responsibilities

It is the responsibility of:

- The *headteacher* to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- *Governors* to take a lead role in monitoring and reviewing this policy.
- *All staff*, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- *Parents/carers* to support their children and work in partnership with the school.
- *Pupils* to abide by the policy.

5. Definition of bullying

- Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6. Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home

- circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Further details can be found in Appendix 1.

7. School ethos

The Hemel Hempstead School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti- bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8. Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision- making, as appropriate.
- Member of leadership staff or Head of Year will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
    - looking at use of the school systems;
    - identifying and interviewing possible witnesses;
    - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access at school when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early

Help or Specialist Children's Services, or support through the Children and Adolescent Mental Health Services (CAMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

9. Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring

responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff,lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.

● Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10. Involvement of pupils

We will:

● Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
● Regularly canvas children and young people's views on the extent and nature of bullying.
● Ensure that all pupils know how to express worries and anxieties about bullying.
● Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
● Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
● Utilise pupil voice in providing pupil led education and support.
● Publicise the details of internal support, as well as external helplines and websites.
● Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11. Involvement and liaison with parents and carers

We will:

● Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
● Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
● Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
● Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
● Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
● Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12. Monitoring and review: putting policy into practice

● The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
● Any issues identified will be incorporated into the school's action planning.
● The headteacher will be informed of bullying concerns, as appropriate.
● The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

13. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org

- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW - Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody- campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti- bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related
- Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Disclaimer

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Appendix A

Incidents which could be interpreted as bullying are:

- threatened or actual physical assault
- verbal abuse
- malicious messages and images sent via social media
- expressions of prejudice calculated to offend others, or to influence the behaviour of others
- graffiti (on furniture, walls or books)
- distributing offensive literature
- wearing of badges or symbols belonging to organisations known for their offensive attitude to certain groups of people
- name calling
- teasing
- taking or damaging belongings
- spreading rumours
- excluding someone from social groups
- malicious phone calls or text messages
- offensive notes

However, this list is not intended to be exhaustive.