



# Holmer Green Senior School

## Behaviour and Anti Bullying Policy

July 2025

## Contents

Introduction.....	3
Escalation.....	5
Confiscating Items.....	5
Searching Students.....	6
Use of Reasonable Force.....	6
Incidents Outside of the School .....	7
Internal Suspension .....	7
Suspension (please refer to Buckinghamshire’s Exclusion Guidance – <a href="#">click here</a> ) .....	7
Direction to Off – Site Provision .....	7
Managed Moves.....	7
Governors’ Warning Panel.....	8
Procedures .....	8
Pastoral Support Plans .....	8
Bullying.....	8
Introduction.....	8
Definition .....	8
Aims and Objectives .....	9
Procedures .....	9
Criminal Law.....	9
Safeguarding Children and Young People .....	10
Sanctions .....	10
Support.....	10
Pastoral and Curriculum Input.....	10
Training .....	11
Monitoring and Evaluation .....	11
Students .....	11
Staff .....	11
Allegations Against Staff.....	11
Parents .....	12
Mediation Approach .....	12
Harassment .....	12
Harassment may present itself in the following ways: .....	12
Sexual harassment specifically may present itself in the following ways: .....	13
Procedures for Dealing with Harassment.....	13
Victim Support: .....	13
Legislation references: .....	13

## **Introduction**

### **Holmer Green Senior School Mission Statement**

Holmer Green Senior School is a learning community where our students and staff have high aspirations for themselves and each other. We are creating a place of learning for each and every student in our care, and nothing will stand in the way of this entitlement. All of our students have the right to grow into well-informed, confident individuals who are able to demonstrate independent learning and responsibility in their attitudes towards one another.

### **Policy links to School mission, aims and values**

All of the work at Holmer Green Senior School is intended to support the delivery of our mission statement in full.

This policy specifically is intended to ensure that the school remains a positive and safe environment for students and staff. Students have the right to learn and work, and teachers to teach, without disruption from others. Everyone has a right to feel safe in our school irrespective of their race, gender, religion, sexuality or specific need.

### **Statutory Framework**

This policy is guided by the relevant legislative frameworks listed at the end of this policy.

### **Purposes**

This policy specifically is intended to:

- Encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect
- Encourage young people to take responsibility for their behaviour
- Encourage students to achieve high standards in learning and behaviour
- Celebrate achievement and to discourage negative behaviour
- Tackle incidents/instances of poor behaviour effectively and fairly
- Allow teachers to teach high quality lessons
- Foster an environment where members of the school community will treat each other with respect.

### **Monitoring**

Leaders within the school at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The school's SDP includes a section on behaviour. Behaviour, both positive and negative is monitored weekly in line-management, half-termly by the senior leadership team and reported to Governors in each FGB.

Behaviour within department areas and year groups will be monitored regularly through line management meetings.

### **Links with other policy areas**

The policy links with our teaching and learning policy, our safeguarding policy, our staff code of conduct, our attendance policy, and our Home School Agreement. It also links with The Bucks County Council Guidance for Exclusion

### **Communication**

The information in this policy will be communicated thus:

- For students - on the relevant section of the school's website and OneDrive.
- For staff - in the staff handbook and in the relevant sections of the school's website.
- For parents/carers - in the induction guidance, home-school agreement, and in the relevant sections of the school's website

The information with regards incidents will be logged accordingly:

- Emails kept as per standard school protocol
- Phone calls logged
- Statements collected for incidents kept in student folders
- Safeguarding information kept on CPOMS
- Behaviour, punctuality and attendance data kept on MIS.

### **Links with external partners/agencies where relevant**

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy demands that we work closely with parents. To this end, each year group has a Head of Year and a pastoral manager who will ensure regular contact with parents for students with specific difficulties. We also liaise with outside agencies such as child services where required.

### **HGSS Behaviour Policy Details**

All teachers, LSAs and other paid staff with responsibility for students have the power to discipline students in school and (in certain circumstances) outside school.

We expect staff to encourage an effective learning environment by:

- Being punctual, consistent and fair in ensuring the expected behaviour outlined above
- Making lessons appropriate and stimulating, using assessment for learning
- Ensuring students stay in class throughout lessons (medical reasons excepted)
- Ensuring lesson changeovers are reasonably quiet and orderly and not dismissing students early
- Maintaining close home/school contact
- Being smart in their dress code and abiding by the 'Code of Conduct at HGSS' document

We will reward and celebrate the achievement of our students by using the following:

- Words of praise
- Achievement system on ~~Satchel~~ SIMS
- Comments in books
- Special assemblies
- Special events and activities such as Art Exhibition, Sports Dinner
- Lapel pins
- Weekly email home to the top achievers
- Exceptional Performance badge

We have a rewards system which we aim to follow to reward student behaviour. We expect our students to behave well. We expect students to:

- Be on time
- Have a positive 'attitude to learning' (ATL)
- Have correct equipment and uniform
- Follow instructions the first time
- Respect the community
- Treat the school environment with respect
- Be helpful, polite and honest
- Show care and compassion to others

The following are some examples of what we consider to be unacceptable behaviour and the list is not exhaustive:

- Rudeness
- Not following teacher instructions
- Distracting others
- Not completing class work, coursework or homework
- Lateness to school or lessons
- Truancy from school or lessons

- Disrespecting members of the school community and the school environment
- Swearing
- Abuse of the school email or ICT network
- Inappropriate use of social media and ICT
- Bringing the school into disrepute
- Theft
- Violence or threatening behaviour
- Damage to property
- Being in possession of a weapon
- Smoking including the use of a vape
- Bullying
- Discriminatory language such as homophobia, or racist abuse
- Accumulation of large number of behaviour points and frequent lesson removals

These are the key strategies we will use to deal with students who behave unacceptably:

- Recording behaviour points on SIMS
- Removal from class by our Duty Leader system
- Asking students to make up for lost time – including students sitting same day detentions
- A reminder of expected behaviour in and around school
- Letter or phone call to parents
- Parental meeting
- Withdrawal from lessons on a temporary basis, including time in The Focus Room, The Base or The Bridge
- Confiscation of items
- Internal Suspensions
- Suspension
- Managed move to another school
- Direction to an off-site provision
- Governors warning panel
- Permanent Exclusion

### **Escalation**

Where an incident has been dealt with, but the desired result/impact has not been seen the escalation procedure is as follows:

- Form tutor/relevant subject teacher
- Assistant Head of year
- Head of year/relevant head of department
- Assistant Headteacher Safeguarding (where a safeguarding concern)
- Deputy Headteacher Behaviour (where a behaviour concern)
- Senior Deputy Headteacher
- Headteacher

### **Confiscating Items**

Prohibited and banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the student or parent/carer.

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.

Items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, mobile phones and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the Head teacher if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school.

## **Searching Students**

The Head teacher or SLT in charge of behaviour can authorise a search without consent when it is suspected the students may be holding items such as stolen property or banned items. (See below for instances where force may be used.)

A member of staff carrying out a search:

- May not require a student to remove any clothing other than outer clothing, i.e. any item of clothing not being worn wholly next to the skin or immediately over a garment being worn as underwear;
- Must be of the same sex as the student, unless the member of staff carrying out the search reasonably believes that there is a risk of serious harm will be caused to a person if the search is not carried out as a matter of urgency;
- Should carry out the search only in the presence of another member of staff, unless in the time available, it is not reasonably practicable for the search to be carried out in the presence of another member of staff;

## **Screening**

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students;
- Schools' statutory power to make rules on student behaviour, and their duty as an employer to manage the safety of staff, students and visitors, enables them to impose a requirement that students undergo screening and
- Any member of school staff can screen students.

If a student refuses to be screened, the School may refuse to have the student on the premises. Health and safety legislation requires the School to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, the School will not permit the student to attend. This will not be considered exclusion but the absence will be treated as unauthorised. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## **Use of Reasonable Force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DFE document 'Use of reasonable force - Advice for head teachers, staff and local school board').

Force may be used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to 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
- to prevent a pupil from attacking a member of staff or another pupil
- to stop a fight on the school premises
- to restrain a pupil at risk of harming themselves through physical outbursts

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force can only be used to search for “prohibited” items, but not for items “banned under the school rules”.

### **Incidents Outside of the School**

In accordance with the Department for Education’s “Behaviour & Discipline in Schools”, the school has a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head teachers a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable”. This would include any misbehaviour when the student is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school. In extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school or could pose a threat to another student or member of the public, or could adversely affect the reputation of the school. In rare cases, the school may decide to educate a student elsewhere.

### **Internal Suspension**

An internal exclusion at HGSS means that a student will complete a reflection form at the start of the day and then their set work in the Focus Room which is staffed by a Pastoral Leader for the day. They will also not be permitted to be with the general school population at break or lunchtime.

### **Suspension (please refer to Buckinghamshire’s Exclusion Guidance – [click here](#))**

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- Behaviour that puts the safety of others in the school at risk
- Persistent disruptive behaviour
- Threats, intimidation and/or assaults on any member of the school community
- Possession of an offensive weapon such as a knife
- Possession of prohibited items including illegal drugs, vapes and alcohol

The letter which is issued when a student is excluded explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For suspensions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded pupil after a period of 5 days.

Before re-entering the general population of the school, parents should be met with to ensure a positive reintegration.

### **Direction to Off – Site Provision**

In certain circumstances, and at the discretion of the head teacher, pupils may be directed to off-site provision.

### **Managed Moves**

The local authority operates a protocol on managed moves. The school will consider all pupils whose behaviour warrants a permanent exclusion for a managed move, subject to the strictures laid down in the managed move protocol.

## **Governors' Warning Panel**

If a student accrues several suspensions and behaviour incidences or is involved in a serious breach of the behaviour policy, parents and the student may be invited to a governor warning panel to discuss the student's behaviour and what steps can be taken to prevent a permanent exclusion.

## **Procedures**

- If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them
- Work will always be provided for the length of the suspension
- Parents will be requested to meet with a member of the Year Team or Leadership Team on the day that the student returns to school to ensure such events don't reoccur
- Procedures to appeal against a decision are also clearly outlined in the letter

## **Pastoral Support Plans**

On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed.

In this circumstance the school may put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 12-week plan that will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A PSP involves regular reviews to assess progress and make amendments as needed. This will be carried out by a member of the pastoral team.

This policy has been developed in accordance with the legal obligation for schools to have measures to prevent all forms of bullying among students. In particular (section 89 of the Education and Inspections Act 2006) the policy complies with the Human Rights Act 1998 and the Equality Act 2010.

## **Malicious Allegations**

If a student deliberately makes a false allegation against staff or another student, the school may take disciplinary action. Unfounded claims may also be reviewed with the local authority, considering whether the student needs support.

## **Bullying**

### **Introduction**

This policy has been developed in accordance with the legal obligation for schools to have measures to prevent all forms of bullying among students. In particular (section 89 of the Education and Inspections Act 2006) the policy complies with the Human Rights Act 1998 and the Equality Act 2010.

### **Definition**

Bullying is when an individual or group, intentionally or unintentionally make another individual feel uncomfortable, unhappy or intimidated. It is repetitive or persistent.

Bullying may be verbal, physical or emotional and may be the result of racial, sexual, religious or disability intolerance.

Bullying can take many forms. The three main types in school are:



- **Verbal:** Teasing, name calling, abusive text using mobiles, emails or social networking sites, issuing threats, spreading malicious rumours. Verbal bullying includes the use of homophobic language such as 'gay'.
- **Physical:** Hitting, pushing, shoving, damaging a person's property and taking belongings including money.
- **Emotional:** Being unfriendly, giving hostile looks, excluding others from social groups. All of these are unacceptable. All members of the school community have the right to spend their time at HGSS without these things happening to them.

### Signs of Bullying

- Not wanting to go to school
- Truancy
- Being frightened to walk to and from school or be present in certain areas within school
- A change in behaviour, e.g. becoming more aggressive, withdrawn, anxious, etc.
- Spending a lot of free time alone without peer support.

### Aims and Objectives

HGSS seeks to maintain a caring, and positive teaching and learning environment for everyone who works or studies here.

Holmer Green Senior School does not tolerate bullying and recognises that bullying can be extremely distressing for the victim. Our aim is to work with all members of the school community to prevent bullying using two main approaches:

- to support victims and give them strategies for coping
- to work with those with bullying tendencies to help them to understand the underlying causes and modify their behaviour

All students are encouraged to see bullying as something that should not be condoned or tolerated. Parents and carers should be confident that bullying will be firmly and fairly dealt with by the school. The school seeks to promote equality for all members of the community.

### Procedures

If bullying does occur, students, in addition to telling a parent or carer, may tell one of the following:

- Their tutor
- A subject teacher
- Their Pastoral Manager
- Their Head of Year
- A member of Senior Leadership
- LSAs or cover teachers
- Any member of the school staff
- A member of SUSU or a MIND Mentor

### Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence.

If the school or parents feel that an offence may have been committed they should seek assistance from the police or advise parents to do so. For example, (under the Malicious Communications Act 1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. The school will do its best to communicate with the Police through its liaison officer, but can only do so if the school has been made aware of a crime reference number by the parents/student. Where the school is aware, the school will record the crime reference number and

set a regular review date until an outcome of the case from the Police is received which will be marked 'closed'.

### **Safeguarding Children and Young People**

A bullying incident will be viewed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. (Children Act 1989). Where this is the case school staff should inform the Designated Safeguarding Lead, Emily Reed or Deputy Safeguarding Lead, Laura Foster, who will report concerns to social care.

### **Recording of Bullying Incidents**

Bullying incidents are recorded on SIMS and CPOMS and reviewed regularly by Pastoral Managers and Senior Leaders for follow-up intervention. Any incidents are reported to Governors via the FGB meetings.

If bullying is of a racial nature ("Any incident which is perceived to be racist by the victim or any other person" - MacPherson Report 1999) it is also recorded on CPOMS as a Racial Incident. The school keeps a tally of the numbers of racial incidents for ongoing tracking and review. Any incidents are reported to Governors via the FGB meetings.

### **Sanctions**

Each case will be dealt with according to its particular aspects. Sanctions may include:

- Parents contacted and meeting arranged
- Detention (including same day detentions)
- Internal suspension for a day or number of days
- Exclusion from school for a fixed period.

### **Bullying Outside School Premises**

The Headteacher has the statutory power to discipline and apply sanctions to students for poor behaviour outside of HGSS premises (Section 89(5) of the Education and Inspections Act 2006). This can relate to any bullying incidents occurring anywhere off the HGSS premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted on. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

### **Support**

Support is needed for both the bullied and the bully. If the incident is of a physical nature, the parents of the victim will be informed. The following support opportunities are available to students:

- Assertiveness Training
- Anger Management
- Communication Skills
- Peer Counselling
- Restorative Justice (in liaison with the local police community officer)
- Mentoring

### **Pastoral and Curriculum Input**

All students cover aspects of bullying through PSHCE:

- Year 7 Effects of bullying and its unacceptable nature
- Year 8 Peer pressure and dealing with conflicts
- Year 9 Human rights
- Year 10 Healthy lifestyles
- Drama lessons also cover the effects of bullying and its unacceptable nature.
- Assemblies are delivered during the year to remind students of their responsibilities to others and where to seek help should they become victims of bullying.
- Anti-Bullying Week in November and the Safer Internet Day in February are promoted across the school.

## **Training**

The member of Senior Leadership Team responsible for anti-bullying measures keeps up to date with current materials available through anti-bullying websites.

All new staff are instructed about our behaviour policy on induction and are given a staff hand book with information about our anti-bullying procedure in. Staff are reminded of Key Policy Procedures and expectations during training days.

## **Monitoring and Evaluation**

Student questionnaires are issued annually, inviting dialogue on the causes and nature of bullying and the effectiveness of current anti bullying strategies at HGSS. Staff and parental surveys are carried out annually to identify student perception on a range of issues including safety and bullying.

Bullying incidents and strategies for tackling bullying are under constant review. The Pastoral team discusses bullying whenever incidents become known and parental feedback is always sought. The ABC meet comes up with new ways to support students who may be being bullied and bring the harm of bullying to the attention of all students. This data is used to inform the policy and implement any necessary changes.

## **Intervention Guidance**

The following intervention guidance is made available to the appropriate audience in the following ways:

- Staff via the Staff Handbook;
- Students via displays and posters

## **Students**

If you are being bullied in school:

- Talk to an adult in school that you trust, and take a friend if it helps, or use the student SUSU. You can contact them via your Head of Year, Pastoral Managers, SLT or directly
- Don't listen to the bully when they say you will be in trouble if you talk to someone; if you don't talk to someone, it may continue
- What you say will be heard in confidence and no further action will be taken without your prior knowledge and agreement
- You will be taken seriously
- If you need somewhere to be safe, there will be places for you to go while the problem is being sorted out. Your Pastoral Manager will arrange this for you

If you see someone being bullied at school, follow the 'Stand Up: Speak Up' motto and tell a member of staff.

## **Staff**

If a student comes to you and says they are being bullied in school, you must:

- Listen to what they have to say and take it seriously
- Encourage the student to use the student SUSU Committee.
- Make it clear that they have made the right decision to tell.
- Monitor those students involved in the future.
- Record any bullying incidents seen in a lesson or around the school directly onto CPOMS and SIMS and pass to the relevant Pastoral Manager or Head of Year in The Hub

Additional information on how to identify unreported bullying, and strategies for dealing with both victim and bully, can be found in the Staff Handbook.

## **Allegations Against Staff**

HGSS believes that all members of the school community are entitled to protection from bullying. Inappropriate behaviour between students or staff will not be tolerated and any concerns or allegations of impropriety will be dealt with quickly, fairly and sensitively through the Grievance Procedure Policy. Any staff disclosing information, regarding inappropriate behaviour by colleagues, will be listened to and supported by the Senior Leadership Team, in line with the Whistleblowing Policy.

### **Parents**

If your child is being bullied or is bullying in school:

- Contact the school and ask to speak to the Tutor or your child's Pastoral Manager or Head of Year.
- Encourage your son or daughter to use the school support systems
- Don't let your child talk you out of contacting school. If the problem is to be solved, it needs to be addressed.

### **Mediation Approach**

This can be used with students doing the bullying as well as the bullied:

- Discuss with the victim what they would like to do about the situation
- Talk to the bully about what has been happening
- Get agreement with each that the bullied student is unhappy and that action needs to take place to prevent this situation from continuing
- Chat supportively with the bullied student so that they realise that they can be in control of this situation and take steps to alleviate future bullying before it escalates
- Check progress a few days later, and then meet all involved to reach agreement on reasonable long-term behaviour – at this stage participants usually cease bullying
- Check whether the bullying starts again or targets another student
- If bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or change of class

### **Harassment**

**Definition:** Harassment may be defined as any hostile or offensive act or expression by a person against another person who interferes with the peace and security of that person, makes them fear for their safety, or reduces their quality of life.

Implicit in our ethos is the fact that we believe we are all equal regardless of ethnicity, culture, gender, sexual orientation, disability or religion. Our ethos therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

### **Harassment may present itself in the following ways:**

- Physical assault because of ethnicity, culture, gender, sexual orientation, disability or religion;
- Derogatory name-calling, insults and jokes;
- Offensive graffiti;
- Provocative behaviour such as the wearing of racist badges or insignia;
- Bringing offensive materials such as leaflets, comics, magazines into the School;
- Verbal abuse and threats;
- Incitement of others to behave in an offensive way;
- Attempts to recruit other students to certain organisations and groups;
- Ridicule of an individual for cultural differences, e.g. food, music, dress, etc.;
- Refusal to co-operate with other student because of ethnicity, culture, gender, sexual orientation, disability or religion.

## **Sexual harassment specifically may present itself in the following ways:**

- Unwanted physical contact of any kind;
- Offensive comments of a sexual nature;
- Coercive<sup>1</sup>, controlling behaviour;
- Unwanted pressure e.g. for a date;
- Cat calling;
- Unwanted attention;
- Spreading rumours of a sexual nature;
- Inappropriate facial expressions;

## **Procedures for Dealing with Harassment**

### **Harassment, in any form is totally unacceptable and will be dealt with in the following ways:**

- Reported to Head of Year and a Pastoral Senior Leader;
- Recorded on CPOMS and SIMS;
- Reported to both the victim's and the perpetrator's parents/carers;
- In accordance with the DfE guidelines;

Exclusion and/or time in the Focus room are the likely outcomes for any student found to be a perpetrator of harassment in any form.

### **Victim Support:**

At HGSS we will take steps to comfort and support any student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of HGSS towards such behaviour clearly stated. The victim will be given the opportunity to express their own concerns and feelings, and counselling will be provided where necessary. As appropriate, HGSS will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. Restorative justice may also be used and may be managed by a Pastoral Manager upon the request of the Head of Year. For restorative justice to be successful all parties must be fully willing to participate.

### **In order to further promote an environment which celebrates diversity and mutual respect at HGSS we will:**

- Ensure displays reflect our diversity;
- Challenge any intolerance within the classroom;
- Challenge intolerance in books, materials and comments in written or spoken form;
- Encourage students to share and celebrate their cultural experiences through the curriculum.

### **Legislation references:**

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<sup>1</sup> Coercive control (under section 2 of the 2021 Domestic Abuse Act – coercive behaviour is only defined where both parties are 16 or over). Signs of coercive/controlling behaviour include: keeping victims away from family, friends & other supportive people; making the victim feel guilty for spending time with loved ones; putting financial, social and emotional barriers in the victim's way making it hard to get out of the relationship; controlling what the victim eats, wears, does; gaslighting; tracking; monitoring the victim online or in person and restricting/managing the victim's use of communication platforms.

- 'Behaviour in schools – advice for headteachers and school staff', DfE, February 2024
- 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', DfE, August 2024
- (Buckinghamshire Council Exclusion Guidance, August 2024)
- 'Use of reasonable force - Advice for head teachers, staff and local school board', DfE, July 2013
- Education Act of 2011
- Section 89(5) of the Education and Inspections Act 2006
- Human Rights Act 1998
- Equality Act 2010
- Malicious Communications Act 1988
- Children Act 1989
- Domestic Abuse Act 2021

Approved by Governors: July 2025

**To be reviewed: July 2026**