



# STEWARDS ACADEMY

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## BEHAVIOUR POLICY

### INTRODUCTION

'We measure success by the way we touch people's lives; nurturing, challenging and creating opportunities to grow and learn, leading to safe, fulfilling and purposeful lives'

#### **The ethos of the school emphasises:**

- The entitlement of teachers to be able to teach and pupils to be able to learn in a safe and productive environment.
- The establishment of positive, supportive relationships between staff, pupils, parents and the local community.
- A consistent set of expectations for pupil attendance, uniform, equipment, behaviour and attitude for learning.
- A promotion of key values in all aspects of school life and the use of key language to instil a culture of Reflection, Resilience, Respect, Responsibility and Resourcefulness within all those associated with the Academy.
- A responsibility from everyone at Stewards – pupils, staff, parents, governors – to promote our school in the local community in a positive, responsible manner.

#### **Our Pupil Expectations are as follows:**

At all times pupils are expected to -

- Arrive punctually
- Wear perfect uniform
- Bring equipment
- Listen attentively
- Follow all instructions
- Speak appropriately
- Use mobile phones only at break and lunch
- Produce excellent work
- Complete homework on time
- Exit responsibly
- Move sensitively
- Respect our school and community

**We expect our parents to give us their full support in enforcing our Behaviour Policy. The Home-School Agreement letter is testimony to this three-way partnership.**

## **REWARDS**

Stewards Academy aims to develop responsible young citizens who will go on to become valuable members of our multi-cultural society. At Stewards, we pride ourselves on a highly effective rewards system that acknowledges and celebrates the achievements and successes of all pupils. Across the school, both inside and outside the classroom, staff consistently use a rewards system that provides pupils with opportunities to be recognised and praised for their academic achievements, progress, contributions to the school community and behaviour. We strongly believe that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate academic success, but to also inspire and motivate young people to achieve their very best and develop wider cross curricular skills for life.

### **ClassCharts:**

The ClassCharts positive points programme forms the foundation of our effective rewards system at Stewards Academy. ClassCharts positive points provides instant recognition for a pupil's achievement in school. Pupils can be recognised for a range of achievements which include: outstanding pieces of classwork or homework; exceptional efforts in class; an act of kindness or generosity or a demonstration of superb progress. ClassCharts positive points are used consistently and fairly across the whole school and are regularly monitored and celebrated by the Leadership Team, the Pastoral Leads, Pastoral Support Managers and Form Tutors. Parents are also informed of the positive points awarded to their child through the ClassCharts app. Pupils value this system and they strive to collect positive points to achieve rewards of their choice. (See Appendix 1)

### **Pupil Recognition:**

We will also recognise the success of pupils within both tutor groups and subject areas on a fortnightly basis. These pupils will be recognised in assembly and their achievements promoted on the school website. This highly successful method is another means of consistently and regularly supporting, recognising and celebrating pupils in their everyday learning and behaviour.

### **Badges:**

Pupils will have the opportunity to earn or apply for school badges as appropriate. These will be worn with pride and demonstrate that the pupil wearing each badge is an ambassador for the school.

## **SANCTIONS AND RESTORATION**

At Stewards Academy we have high expectations and when a pupil is not meeting the required standard we take appropriate action. Our ethos in this respect is one of restoration. We expect the pupil to reflect on their actions, with the support of staff, and to make plans to put things right. When a pupil repeatedly fails to meet our expectations, we ensure the appropriate support is put in place to enable the pupil to acquire the necessary skills and attributes to be a successful learner.

### **ClassCharts:**

The ClassCharts negative points programme forms the foundation of our effective behaviour system at Stewards Academy. ClassCharts negative points provide instant identification of any pupil not meeting the Pupil Expectations. ClassCharts negative points are used consistently and fairly across the whole school and are regularly monitored by the Leadership Team, the Pastoral Leads, Pastoral Support Managers and Form Tutors.

## **Sanctions:**

When a pupil is not meeting our expectations one or more of the following sanctions may be applied:

1. Lateness
2. Reminder of Pupil Expectations (negative point issued).
3. Department lesson exchange (pupils asked to work in an alternative classroom for a lesson).
4. Direction to Afternoon Prep.
5. Lunch break detention
6. Seclusion room
7. Community Service
8. Fixed term exclusion
9. Permanent exclusion

## **Examples of situations which might result in sanctions being applied are:**

- Poor punctuality
- Infringements of uniform - *\*Please see Appendix 2 for uniform expectations.*
- Not bringing correct equipment to lessons - *\*Please see Appendix 3 for equipment expectations*
- Poor attitude to learning
- Inappropriate use of mobile phone/electronic device - *\*Please see Appendix 4 for Acceptable use policy*
- Non-completion of class or homework

## **Some breaches of the Academy's Behaviour Policy may warrant further action:**

- Removal from enrichment activities provided by the academy. This may include residential trips.
- Confiscation of mobile phone/small electronic device.
- Confiscation of aerosols, aftershave and perfumes.

(Bag searches may also be required if the staff consider it appropriate)

## **Examples of a more serious incident might involve:**

- Speaking inappropriately to a member of staff
- Incidents of peer on peer abuse which include cyber bullying - *\*Please see Appendix 5*
- Abusive language to staff or other pupils
- Theft
- Vandalism to school property
- Inappropriate behaviour outside school buildings out of school hours
- Inappropriate use of small electronic devices both in and out of school.
- Bringing the academy into disrepute.

## **Sanction for Lateness - 'Late Gate':**

Pupils arriving after 8.40am without a note from a parent or medical appointment card will be issued a 30-minute sanction, to be sat on the same afternoon at 3pm.

## **Afternoon Prep:**

1. Pupils will be issued one negative point using ClassCharts if the Pupil Expectations are not being met (a 'reminder'). Once this has been issued a notification will be automatically sent to the parent/carer of that pupil.
2. If a pupil is still unable to follow the Pupil Expectations the staff member will inform the pupil that they are directed to Afternoon Prep on the same day. The direction will be recorded on ClassCharts, the pupil will be issued two negative points and a notification will be automatically sent to the parent/carer of the pupil.

3. The teacher who has directed the pupil to Afternoon Prep will come to the session to conduct a restorative conversation with the pupil.
4. Afternoon Prep will run from 3-4pm every night.
5. During Afternoon Prep the teacher and the pupil will discuss the issues that resulted in the direction and agree how these can be resolved. If the teacher is happy that resolution has been reached and all work is up to date the pupil will be free to leave before the end of the session.

**If pupils fail to report to Afternoon Prep on the same day they will be redirected to Afternoon Prep on the next day and will also lose their lunch break, to be known as Lost Lunch.**

### **Seclusion Room:**

Pupils who are responsible for acting in a manner which is considered to be totally against the ethos of the school will be put in the Seclusion Room for a session. The duration could be a morning, afternoon or full day. Reasons might be any of those mentioned previously.

The Pastoral Lead or Pastoral Support Manager will liaise with the Lead Teacher for Alternative provision who will then liaise with the Headteacher's PA to arrange an appropriate session and to send a letter to the parents/carers. Pupils must come in full school uniform and work will be provided. Pupils will not have a break in this session. They will be collected from Reception at the start of the session and returned to Reception for collection by their parents/carers at the end of the session. Pupils completing a full day in seclusion will be offered a set menu of cold foods from the canteen.

### **Community Service:**

There is an expectation that pupils will complete community service in the case of damaging or defacing school property. Pupils will be expected to complete their community service on consecutive breaktimes, lunchtimes or after school for no more than an hour. Pupils will always be given time to eat and go to the toilet during break and lunchtime.

### **Fixed Term Exclusion**

Pupils who are responsible for the most serious of misdemeanours will receive a fixed term exclusion. This may include:

- Abusive language to staff or pupils
- Repeated defiance of staff
- Assaults
- Vandalism/theft of school property
- Threatening behaviour to staff or pupils
- Racist behaviour
- Bringing illegal substances into school
- Bringing inappropriate material into school
- Homophobic behaviour
- Behaviour which is deemed to be peer on peer abuse/bullying

The Pastoral Lead or Pastoral Support Manager will liaise with the Lead Teacher for Alternative provision who will complete the relevant paperwork, inform parents and arrange a re-integration meeting. Pupils who are excluded may be visited by a Pastoral Support Manager or a Learning Mentor at home and work will be provided.

In exceptional circumstances where all other interventions/strategies have failed it may be deemed necessary to consider a Permanent Exclusion.

## **Behaviour Support**

The behaviour of pupils is monitored on a daily basis and when a pattern of repeated misbehaviour is identified the necessary support will be put in place.

This may be one or more of the following:

- Light touch support from their tutor, PSM or Pastoral Lead.
- A bespoke programme of weekly sessions to address a particular issue, such as poor organisation.
- The referral to our support team, where a bespoke support programme of restoration will be put in place.
- A bespoke timetable of intervention and support.
- Alternative Provision (Full or part-time).

All support will be regularly reviewed at regular meetings held at a senior level and amended appropriately where necessary.

## **The Use of Physical Intervention and Force including Other Physical Contact**

Physical intervention can be defined as follows: -

### 1. The Use of Force – Challenging Behaviour.

In the context of challenging behaviour, physical intervention with pupils is the positive use of 'reasonable' force (no more force than is needed) in order to avert danger by preventing or deflecting a child or young person's action, or by removing the physical object which could be used to harm themselves or others. Force is usually used to control or restrain. Control means either passive physical contact (standing between pupils) or restraint (physically holding in order to bring a pupil under control). The use of force is only lawful if its use is reasonable, proportionate, necessary and where no more force than is necessary is used.

### 2. Physical Intervention: The Use of Force – as an integral part of a child's and or young adult's daily physical management care.

The use of force in this instance should always be defined by specific individualised programmes. [See guidance on the use of physical intervention, including other physical contact in all Education Establishments, in Essex Local Authority: May 2011].

It is to be noted however that any use of physical intervention would be a last resort as Stewards works very hard to engender an ethos of positive mutual respect. Proactive and preventative approaches aim to defuse situations and anticipate and act upon potential situations before they arise. The particular needs, age and stage of development of any pupil would be taken into account before any such action was taken. Any techniques involving physical intervention either to control or restrain a pupil would always observe certain principles of minimal reasonable force.

### APPENDIX 1 – REWARDS SYSTEM (EXAMPLE)

- **Positive points access** - Every pupil starts the academic year on zero - pupils cannot access to spend until after the October half term break.
- **Positive points access** - Pupils must be on positive points to access year group reward each half term. Yr10/11 can access at the start and end.
- **Positive points access** – Each term more rewards open for pupils to spend points on
- **Positive points access** - Any pupil on negative behaviour points cannot access the rewards system

POSITIVE POINTS ACCESS		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
		<b>NON-UNIFORM</b> <i>Once each ½ term</i>	<b>NON-UNIFORM</b> <i>Once each ½ term</i>	<b>EARLY LUNCH</b> <i>Once each ½ term</i>	<b>STAPLE TYE</b> <i>Twice each ½ term</i>	<b>STAPLE TYE (CR)</b> <i>Twice each ½ term Common Room daily</i>
<b>TERM 1</b>	<b>10 POINTS</b> <i>Term 1,2 and 3</i>	Equipment	Equipment	Equipment		
	<b>20 POINTS</b> <i>Term 1,2 and 3</i>	Area Pass - Lunch	Area Pass - Lunch	Hot Choc/Pastries	9am start x2	9am start x2
<b>TERM 2</b>	<b>30 POINTS</b> <i>Term 2 and 3 only</i>	Film Afternoon - P5	Film Afternoon - P5	Fast-track Break Pass	Cooked Breakfast	Cooked Breakfast
	<b>40 POINTS</b> <i>Term 2 and 3 only</i>	Tuck shop	Tuck shop	P5 off - in school	Early lunch - week	2pm finish
<b>TERM 3</b>	<b>40 POINTS</b> <i>Term 3 only</i>				Fast-track Lunch Pass	Fast-track Day pass
	<b>50 POINTS</b> <i>Term 3 only Only redeem once</i>	Free Lunch	Free Lunch	Free Lunch	Free Lunch	Free Lunch
	<b>100 POINTS</b> <i>Term 3 only Only redeem once</i>	<b>£5 Voucher</b>	<b>£10 Voucher</b>	<b>£15 Voucher</b>	<b>£20 Voucher/Prom</b>	<b>£25 Voucher</b>
<b>100+ positive points earned over the academic year = qualify for the end of year trip/s</b> <i>(No more than 15 Negative Points)</i>						
<b>End of Year Raffle for all pupils who <u>EARN</u> over 125 positive points across the academic year</b> <i>(No more than 15 Negative Points)</i>						

*It is important to remember that any Negative points received throughout the year will limit the number of rewards a pupil can access*

## STEWARDS ACADEMY UNIFORM

### INTRODUCTION

At Stewards Academy we require pupils to wear a school uniform. School uniform gives pupils a sense of community and can instil pride in their school. It contributes to our ethos and sets an appropriate tone, supporting positive behaviour.

The wearing of our uniform should encourage pupils to treat each other and the school environment with respect. It should support pupils in learning how to dress in a manner appropriate to the activity being undertaken and the environment they are inhabiting.

We make appropriate arrangements to reflect the requirements of different religious faiths with regards to acceptable variations of the school uniform. We are sensitive to, and demonstrate a respect for, the needs of different cultures, races and religions, and their needs are accommodated within this policy.

### GUIDELINES

#### **Procedure in the Event of Non-Compliance**

Non-compliance with the uniform policy is investigated directly case by case; sanctions will be imposed as per our expectations policy. If pupils do not comply to Academy standards appropriate uniform will be made available to them by the Pastoral Support Managers. Persistent flouting of the uniform requirements will be dealt with as a disciplinary matter by the Pastoral Support Manager or Pastoral Lead.

In situations where a pupil has been persistently flouting the uniform requirements and is defiant towards staff, parents will be called in for a meeting to resolve the matter. Any further uniform issues following the parental meeting will result in a seclusion room session/s. Exclusion is not usually an appropriate response to breaches of this policy, except where it is persistent and defiant.

#### **School Uniform**

Uniform must be worn by all from years 7 to 11. Hair styles should be neat and simple, avoiding extremes of fashion (the school reserves the right to make the final decision on what constitutes an extreme hairstyle). A wristwatch may be worn but no other jewellery including piercings. Pupils are allowed discreet make-up. Nail varnish or false nails are not allowed. During the summer months of June and July pupils must have their blazers with them but can choose not to wear them.

Blazer	Black blazer. School badge attached to the blazer.
Pullover	Long sleeved 'V' neck black pullover (optional)
Skirt	Black below the knee straight or pleated skirt (no tube skirts)
Trousers	Plain black trousers. Trousers should not be denim, cord, lycra material or hipster style. The bottom of trousers should sit on the shoe and not cling to the leg.
Shirt	Plain white, button up shirt with a collar. May be either long or short sleeved.

Shoes	Plain black shoes (not open-toe design, trainers, pumps or canvas shoes, no stilettos, mules or sling backs, no coloured laces or stitching). Trainers are only allowed if accompanied by a doctor's note. Please note boots are not allowed. A Kickers style shoe is permitted but lacing and stitches should be black.
Socks/Tights	Girls - Plain white or dark socks or black tights. Boys - Plain white or dark socks.
Tie	Stewards tie. The top button must be fastened, and the tie knot placed at the collar of the shirt. The school crest should be displayed 6 or more times.
School Bag	Able to fit an A4 folder; fashion bags are not considered suitable.
Outdoor Coats	Most forms of sensible outdoor coats (preferably dark in colour and waterproof) are acceptable. Casual leisure wear is not regarded as suitable for school. Sweatshirts or hoodies of any description do not qualify as coats and are not acceptable.
PE Kit	<p>Plain black shorts with Stewards logo (compulsory)  Black and gold football socks (compulsory)  Black and gold rugby top with Stewards logo (compulsory)  All black tracksuit (optional)  Trainers  Football boots  Black swimming costume or trunks  Towel and wash kit  Asthma pump as appropriate  Large water bottle  Sun cream and hat (summer months)</p> <p><b>Please Note:</b>  The PE department strongly recommend that all pupils wear protective clothing such as mouth guards and shin pads for rugby and football. The PE department cannot accept any responsibility for lost items.</p>

**On non-uniform days parents should ensure their child is dressed appropriately for a working school day. No ripped jeans or cropped tops is permissible.**

**School uniform items available from:**

**Top Form, The Stow, Harlow, CM20 3AP. Telephone: 01279 434813**

**PE Kit available from:**

**Create Identitee Ltd, Greenway Business Centre, Harlow, CM19 5QE. Telephone: 01279 456016**



## STEWARDS ACADEMY EQUIPMENT

### Essential Equipment

This equipment is required for every lesson and will be checked daily by tutors:

- Suitable school bag (large enough for an A4 folder)
- Pencil Case
- Black pen
- Blue pen
- Ruler
- Pencil
- Independent Study Folder (provided by the academy)

You will also require a **scientific calculator** for use at home.

### Additional Equipment

- Eraser
- Pencil Sharpener
- Protractor
- Pair of Compasses
- Highlighters
- Coloured Pencils
- Glue stick
- Note Book

## STEWARDS ACADEMY ACCEPTABLE USE POLICY

### INTRODUCTION

As a result of a process of consultation with pupils, staff and governors a policy regarding mobile phones and other small electronic devices has been established. Obviously, it is at the parents/carers discretion as to whether they permit their child to bring these devices to school. It is at their own risk and as the policy states unacceptable use of these electronic devices will result in the confiscation. Sanctions will then be applied in line with the school's Behaviour Policy. Children come to school to learn and to be prepared for the world of work where rules and sanctions apply. As a school we work in partnership with our parents/carers.

Mobile phones and, in particular, the new generation of smart phones, now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites. For many young people today, the ownership of a mobile phone is considered a necessary and vital part of their social life. When used creatively and responsibly the smart phone has great potential to support a pupil's learning/life experiences, but there have been incidents of poor conduct where mobile phone use has been a feature.

### GUIDELINES

- Pupils must take full responsibility for the safety, security and appropriate use of their mobile phone or other electronic devices in school.
- Pupils must keep mobile phones\* switched off during all lessons and lesson changeover, including twilight lessons and Afternoon Prep.
- Pupils must ensure that they do not use their mobile phone\* between lessons or during any formal school time or while any member of staff is talking to a pupil. This includes while being served in the canteens.
- Pupils must not use their mobile phone\* as a camera or recording device at any time during the school day including break and lunchtime.
- Pupils must not take or distribute images of anyone without their permission.
- Pupils must not use their phone\* to distress any member of the school community during break or lunchtime.
- Pupils must not use their phone\* to distress any member of the local community out of formal school hours.
- Pupils must not forward any images which are sent to them anonymously.
- Pupils must not use their phone\* during lessons as a watch, calculator or music player.
- Pupils must not have headphones showing during lessons or walking between lessons.
- Pupils accept that if they break these rules their mobile phone\* will be confiscated and they will be sanctioned accordingly.
- Pupils cannot use a mobile phone in an exam – even as a calculator (as per exam board regulations). Mobile phones are collected by exam invigilators prior to every exam and are kept safely locked away until the exam finishes. Pupils must always hand their phone in during an exam or leave it at home.

*\*This Policy applies to all small electronic devices, including smart watches*

## **SAFEGUARDING WHILE USING MOBILE PHONE OR ELECTRONIC DEVICES**

- Pupils must be aware of “stranger danger” when on-line.
- Pupils must not disclose or share personal information about themselves or others when on-line.
- Pupils must report any unpleasant or inappropriate material or messages or anything that makes them feel uncomfortable when on-line.

## **ACADEMY DEVICES**

- Pupils must respect other people’s work and property and will not access any other pupils’ files without their permission.
- Pupils must not try to access any illegal or inappropriate materials which may cause harm or distress to others and they will not forward on illegal or inappropriate material to anyone.
- Pupils must keep their username and password safe and secure. Pupils must not share it or try to use any other person’s username and password.
- Pupils must understand that Stewards Academy systems and devices are intended for educational use.

### **Pupils understand that they are responsible for their actions, both in and out of school:**

Pupils understand that Stewards Academy has the right to take action against them if they are involved in incidents of inappropriate behaviour, when out of school and where they involve their membership of the school community (examples would be cyber-bullying, use of images or personal information).

### **Sanctions for Misuse of Mobile Phones and Electronic Devices:**

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil is not adhering to the Acceptable Use Policy.

If a pupil is seen using their phone at the wrong time or using it inappropriately [as stated in the Acceptable Use Policy] it will be confiscated and returned after school on the same day. The pupil will also be directed to Afternoon Prep.

A pupil will lose the privilege of bringing their mobile phone or any other electronic device into school if they repeatedly break the Acceptable use policy. This decision will be made by the Pastoral Lead.

## BULLYING

At Stewards we aim to ensure that pupils are happy and feel secure, and in order to achieve this we will not tolerate bullying in any form. We aim to find out what motivates pupils to act in this unacceptable way, working to modify such behaviour in pupils and supporting victims in an appropriate manner.

### What is peer on peer abuse?

This is a deliberate attempt to hurt, tease, torment, threaten, frighten or make someone feel uncomfortable. Peer on peer abuse/bullying can be physical, mental, verbal or written in nature. It usually occurs over an extended period of time. However we educate pupils to understand the difference between conflicts and bullying. Bullying is usually longer term and intended to exert power from one person to another.

### What form does bullying take?

This can come in many forms:-

- Cyber bullying
- Name calling
- Spreading rumours
- Isolating pupils
- Breaking other people's equipment
- Threatening other pupils in some way.
- Pushing/shoving someone in a corridor
- Mis-use of social media
- 'Winding' people up
- Abusive language
- Hurting other pupils physically.
- 'Borrowing' money or other people's equipment
- Teasing - especially by an older pupil of a younger one
- Racist language
- Homophobic language

### What can be done if a pupil is being bullied?

At Stewards we encourage pupils to talk to a friend or a responsible adult if they recognise that they are being bullied in some way. We encourage pupils to recognise that bullying must be stopped and it is not a sign of weakness on their part if they are being bullied or if they cannot cope with the situation.

There are several strategies they may have tried initially, such as:-

- Ignoring the bully.
- Keeping near their friends.
- Putting on a brave face.
- Letting the bully think that they are not afraid (but not through violence).
- Blocking the person on their small electronic devices.

Some of these strategies may have worked. However if they do not stop the bullying we would expect a pupil to seek help either at home or in school. Pupils must turn to the adult with whom they feel most comfortable.

At Stewards this could be: -

- The Form Tutor
- A subject teacher.
- A Learning Mentor
- Their Pastoral Support Manager
- The Designated Safeguarding Lead or one of her Deputies. (All pupils are made aware of the names of these members of staff).
- A Learning Support Assistant
- The Pastoral Lead.
- A member of the Leadership team.
- The Education Welfare Officer.

If a pupil informs a member of their family of an incident of bullying, we would urge them to contact the pupil's tutor or Pastoral Lead.

## **STRATEGIES**

- Incidents of peer on peer abuse/bullying can have a major impact upon a pupil's behaviour, attendance and/or attainment, and once reported, should always be dealt with as soon as possible by staff.
- Once an incident has been reported to staff verbal reassurance must be given to families and the victim that appropriate action will be taken and that, as a school, we do take such incidents seriously. (In some cases, such reassurance can be crucial in ensuring the victims return to school).
- Procedures should then be put into motion whereby all pupils involved are interviewed by the appropriate member of staff - usually the form tutor, Pastoral Support Manager or Pastoral Lead. Appropriate action should then be decided upon.

Such action may involve: -

- Individual counselling by the tutor/PSM/PL
- Group counselling of victim(s) and bully(ies)
- Punishments if considered appropriate.
- Parental contact/interviews.
- Provision of supervised places for pupils to go to if considered necessary.
- Staff working to support families.
- Involvement of Deputy Headteacher KS3 or KS4.

- ⇒ Bullies should at all times be encouraged to work towards an understanding of why they have acted in such a way, and should be given as much help and support as the victims. Wherever possible pupils who were once bullies themselves should be encouraged to talk to pupils who have been involved in bullying - but this must be in a controlled and supervised environment. The parents of bullies may need to be involved in this process.
- ⇒ Victims must be encouraged to develop appropriate strategies to deal with other pupils. They must be encouraged to report any incidents to try out the advice that has been given to them. They must be encouraged not to pretend that the bullying has stopped if it hasn't. They must also be encouraged to seek further advice and support from staff if the bullying does continue. The parents of victims may need to be involved in this process.
- ⇒ Disciplinary procedures may need to be set in motion in cases where bullying is considered of a serious nature. Sanctions for such action are outlined in the appropriate section of this policy statement.

