DASHWOOD BANBURY ACADEMY

Behaviour, Suspension & Exclusion Policy

DRAFT

Version control	
Version Control reference 2 Behaviour, Suspension & Exclusion Policy	Merging of policies.
September 2026	New policy

Date of next review:	September 2028	**Owner:**	Principal
Type of policy:	Academy	**Approving Body:**	Regional Board

It is the policy of Dashwood Banbury Academy to try to deal with all behavioural issues in an active, positive way, employing a wide range of strategies, including those specifically designed to avoid such issues reaching the point of exclusion.

Purpose of this policy

This policy is designed to briefly outline the academy's approach to exclusions within the statutory framework as defined in The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012. It outlines only where the academy applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the academy.

Behaviour

To be read in conjunction with the Mobile phone and safeguarding policies

Introduction

- Dashwood Banbury Academy is committed to creating an environment which is highly cohesive and inclusive using language that supports pupils' development both academically, physically, mentally and emotionally.
- Relationships are at the core of all we do. It is our job as adults to take the initiative in forming them and being relentlessly positive.
- Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- Pupils' behaviour and their physical/emotional well-being are the responsibility of all staff at all times.
- This policy applies to all aspects of school life including their conduct in after school clubs, trips and outside of school, where the pupils are wearing their school uniform.

Purpose

To provide simple, clear and practical procedures for staff and pupils that:

- Recognise and positively reinforce behaviour norms
- Promotes self-esteem and discipline
- Teaches appropriate behaviour through positive interventions
- Tackles and checks persistent low-level disruptive behaviour

Aims

- To create a culture of excellent behaviour for learning for all.
- To maintain a school environment where pupils are encouraged to attend regularly and behave positively because they feel they are valued members of the school community.
- To ensure children are safe, secure and happy and are treated fairly.
- To promote good relationships and restore them where necessary.
- To teach self-discipline and resilience and importance for poor conduct.
- To help pupils take control over their behaviour and responsibility for actions.
- To ensure staff are able to teach and promote learning without interruption or harassment.
- To teach pupils that there is a consequence for every action.

The Dashwood Way

At Dashwood Banbury Academy, we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values. Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values. Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on '**Zones of Regulation**' (more information can be found at:

DRAFT

https://www.zonesofregulation.com/index.html and in appendix 1. All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons.)

Expectations

Our three schools' rules are: Ready, Respectful and Safe.

Ready:

- Pupils should arrive on time, enter their classroom quietly and sensibly and settle quickly ready to start.
- Pupils should be supported by parents to come to school wearing the appropriate full school uniform and with all the equipment they need.
- Staff will ensure that lessons are planned and prepared before pupils arrive which are centred around pupil well-being and explicitly teaching the skills needed to have a positive mind-set and demonstrating resilience.
- Staff will model the language and behaviours expected (see appendix 3 for a glossary of terms).
- Staff will support pupils to regulate their emotions by planning in calm time and creating thinking zones in the classroom to help pupils self-regulate and resolve any issues they may be having.

Respectful:

- During lessons, pupils should demonstrate they are feeling regulated by listening actively and following instructions, working to the best of their ability and respecting others' rights to learn.
- All members of the school community are expected to use appropriate language in a polite tone of voice.
- All pupils and staff will be treated fairly and consistently and take into account individual circumstances. This will include detaching the person from the behaviour.
- Children will ensure they are respecting other people's space in the classroom and when outside e.g. not playing games that mean safe distances cannot be adhered to.
- Staff will encourage reflection and reconciliation to help pupils learn.
- Staff will explicitly teach what respect looks like.

Safe:

- At the end of lessons pupils should wait for the instruction to clear away, and leave quietly and sensibly.
- During the day, pupils should move around the school site in a calm and considerate manner.
- All members of the community are expected to follow the health and safety rules.
- Pupils should keep their hands, feet, objects and personal comments which may offend others to themselves.
- Pupils should adhere to social distancing requirements when in their classrooms, moving around the school and in the playground. Daily lessons will ensure pupils are reminded of these expectations.
- Staff will support pupils to understand their responsibilities and the consequences to actions.

Class Agreements

Class agreements are written at the beginning of each academic year, with age and stage appropriate language and layout; ideas are led by pupils. This agreement helps pupils to co-operate with each other, to support learning and teaching in their classroom and are linked to our three school rules.

The agreement outlines: rights and responsibilities, the basic routines that support learning and welfare, class rules, the consequences for rule breaking, how pupils support one another and the rewards for good behaviour.

Pupils have a responsibility to report incidents of bullying or intimidation. They also have a role in offering support to their peers through activities such as peer mentoring and peer counselling.

Praise and Rewards

Frequent praise and reward for achievement are features of teaching and learning at Dashwood Banbury Academy so that pupils receive recognition for their positive contributions to school life. We are a positive school which aims to promote self-esteem. Below are ways in which we will praise (please note this list is not exhaustive):

1. Verbal, specific praise
2. Nomination and certificates for Celebration Assemblies

DRAFT

3. Pupils' work displayed
4. A phone call home commending progress / informal positive discussion with parents
5. Aspiration Dojo Points linked to our core values
6. Peace Prizes, praise stickers, attendance certificates and awards
7. Class rewards including Challenge Time (focused on developing independent learning strategies)
8. Whole school and Aspiration Family rewards
9. Star of the day / week

Procedures for dealing with behaviour that is not acceptable

Pupils' behaviour is a form of communication therefore our procedures for dealing with inappropriate behaviour are focused around this. Poor behaviour is not accepted however pupils are encouraged and taught self-regulation skills to help them meaning we do not sanction, but we focus on the consequences of their behaviours. All staff are expected to use a calm tone and follow a 30 second script when dealing with behaviour to ensure consistency (see appendix 2).

Below is the process all staff are expected to follow and we strongly encourage parents to do so too:

1. **Positive reminder** (used to help ensure pupils stay in the green zone.)

2. **Acknowledge and offer choices** – staff will acknowledge how the pupil is feeling and which zone they are in and offer suggestions to help them e.g. would you like to sit here or there, I can see you are feeling a little wobbly and are in the yellow zone, would you like to have a drink of water then come back to your learning.

3. **Thinking time in the room** – pupils are encouraged to take 5 minutes out of learning time to identify how they are feeling, why, which zone they are in and then work on a strategy to help them feel emotionally regulated. They will complete an age-appropriate sheet to help them focus their attention on this and may use equipment to help them (such as mindful colouring sheets or a glitter jar.)

4. When a pupil breaches school rules, after Thinking Time in the classroom, they will be sent to their Key Stage Lead **to discuss the consequences** of their actions and **reflect** on how their actions have affected others around them and they will complete class learning. A reconciliation meeting will take place afterwards and parents/carers will be informed by their class teacher.

5. If a child needs a consequence for further actions within the same week or where behaviour is a **serious breach of the rules** and needs to be seen by their **Key Stage Lead,** a reconciliation meeting will take place afterwards and parents/carers will be informed by the Key Stage Lead.

6. Where there is a **severe breach of the rules** (such as physical assault or peer to peer abuse), this will lead to an **internal or external exclusion** and is dealt with by a member of the SLT.

Notes to support the process:

- **Every day is a new day** so every effort will be made to ensure that consequences will be dealt with on the same day the behaviour has occurred. There may however be times when this is not possible or applicable.
- If a pupil does not complete enough work in a lesson, they may need to stay in at break or lunch to catch up. This is not a sanction but a means to ensure they do not fall behind in their learning. They should never miss the whole of their break time as we believe that fresh air and social time is important for their well-being.
- More than 1 incident at stage 4 in a week may lead to a lesson with an SLT member on a Friday in order to further teach pupils about consequences of their behaviour (Parents/carers will be invited to attend the lesson to ensure consistency). Or, pupils may be considered for a behaviour plan if needed (please see support systems for pupils for more details).
- Younger children (i.e. FSU) will focus on building the language needed to communicate. Due allowance will be given to age and development appropriate behaviour.
- Children with ASD or those who find it tricky to manage their emotions may be given an Individual Behaviour Plan which will be shared with all adults working with them.

DRAFT

- As a last resort, we use the statutory powers (Education and Inspection Act 2011) which give members of staff in lawful control of children, the right to regulate pupils' conduct and impose sanctions including exclusions. (Please see the Exclusions policy for more detail). Where reasonable, these powers extend to pupils outside of school.
- We may also use our powers to restrain, search, confiscate property, detain and exclude pupils, whenever it is deemed appropriate, (NB - this list is not exhaustive). See Department of Education www.gov.uk/school-discipline-exclusions/discipline. If articles of value (e.g.: jewellery, mobile phones, MP3 players etc.) are confiscated, they should be given into the school office for safe keeping. It is the responsibility of the pupil to retrieve the article, politely, at the end of the day. If items of value persistently need to be confiscated, the pupil will be requested to collect them at the end of the week.

Support Systems for Pupils
All pupils will be supported to develop self-regulation, resilience and a positive mind-set through regular lessons and assemblies. As part of the daily timetable, pupils will be given 'calm time' which will include activities such as meditation, yoga, deep breathing exercise and reflection. Pupils using the thinking time zone may choose to use these strategies to help them to regulate their emotions.

During transition points (whether this is from key stages, schools or maybe even between lessons) pupils can find it extra tricky to self-regulate their emotions and behaviours. Extra support is given to pupils during these times to help prepare them for their next stages and teach them what to expect.

Dashwood Banbury Academy is committed to the concept of equal outcomes for all pupils. Some pupils will, therefore, need differentiated forms of support to help them fulfil their behavioural and academic potential and the school will ensure that this happens.

This support might include:
1. Regular pastoral reviews
2. Early Help Assessment (EHA)
3. Team Around the Family (TAF) process
4. Individual Behaviour Plan's (IBP)
5. Reviews to identify those pupils most at risk, included as part of regular academic progress reviews
6. Short courses on elements of Social, Emotional and Behavioural skills delivered through the nurturing HLTA or TA
7. Restorative meetings – pupil to pupil, pupil to member of staff, pupil to parent
8. Contact with parents/carers in the early stages of a problem
9. Referral to the school's SENCO and additional in-class support from a teaching assistant
10. Referrals for specialist advice
11. Personalised timetables.

Support Systems for Parents
Dashwood Banbury Academy is keen to facilitate effective and on-going parent/carer support for all its policies and practices.

Parents and carers who express concern about managing the behaviour of their child outside school are offered support from a range of services including the schools Inclusion and Welfare Manager.

If school staff have concerns about a pupil's behaviour and attendance, parents and carers will be informed about these concerns at the earliest opportunity and invited to look, together with the school, for a solution to the problem. This process will always respect the opinions and situation of the family, pupil and the school.

The school will provide opportunities for parents and carers to contribute to the school's policy and strategies for promoting positive behaviour. This will be through participation in regular audits, the involvement of parents/carers

DRAFT

in school support activities, cultural and social events and other activities that promote positive partnerships between the school and the wider community.

Parents and carers have a responsibility for their child's attendance and behaviour inside and outside school, which they discharge by the standards they set and the way they encourage pupils' progress at home. They also have a role to play in advising on the continuing development and improvement of the policy.

Monitoring and reviewing
To ensure that high standards of behaviour in Dashwood Banbury Academy are maintained, the school has systems for monitoring behaviour. These include:

- Monitoring the reflection forms completed to look for patterns in behaviours to identify triggers and put in additional support where required
- Tracking individual pupils' behaviour and monitoring by Leadership team on a fortnightly basis
- Termly reviews & comparisons of exclusion data with Governors to determine the nature of exclusions and whether any particular group of pupils (for example, by gender, ethnicity or SEN) is over-represented in these figures
- Monitoring all incidents of racial abuse or bullying carefully. Fixed term or permanent exclusions will result in a careful examination of the events leading up to the exclusion and the forms of support offered to the pupil.

Behaviour and attendance is reviewed and analysed to inform action planning at an individual, group or whole school level. This includes sources of data such as referrals for additional SEN support; use of praise and rewards and parental contacts. The progress of pupils with statements of SEN, Education Health Care Plans or who are on the Special Educational Needs Register are monitored carefully by the SENCO. Areas for improvement are included in a short term action plan if necessary to address the problem.

NB: The Senior Leadership Team will monitor behaviour fortnightly and make arrangements to speak to parents if noticeable trends in behaviour become apparent as necessary.

How we will communicate with our parents/carers

In order to communicate pupil behaviour to parents/carers we will use the following communication channels:

- The class teacher/Key Stage Lead will meet with parent(s)/carer(s) to discuss behaviour either in person (at the end of the school day) or via a phone call home

1st Behaviour Letter
- If the behaviour discussed does not improve, a follow-up letter will be sent to parent(s)/carer(s). This letter sets out the key points of our behaviour policy and where it has continued to be breached by the child. The letter requests that parents/carers discuss the behaviour again at home to ensure a consistent message between school and home.

2nd Behaviour Letter
- If the behaviour discussed does not improve, or if there is a decline, a 2nd Behaviour Letter will be sent to parent(s)/carer(s). This letter sets out the key points of our behaviour policy and where it has continued to be breached by the child. The letter requests that parents/carers discuss the behaviour again at home to ensure a consistent message between school and home. A meeting will be arranged with parent(s)/carer(s) to discuss the behaviour further and to form a plan of action of support for your child including an Individual Behaviour Plan (IBP).

3rd Behaviour Letter
- If following all of the actions and supportive plan/IBP, the behaviour does not improve, or if there is further decline, a 3rd Behaviour Letter will be sent to parent(s)/carer(s). The letter requests a formal meeting with

DRAFT

parent(s)/carers(s) and the Principal, Special Educational Needs Co-Ordinator (SENCO) and Personal Development/Pastoral Lead.

Suspensions and Exclusions

Principles

1) Suspension and Exclusion are sanctions used by the academy only in cases deemed as serious breaches of the Discipline/Behaviour Policy. A pupil may be at risk of suspension from school for:

- Verbal or physical assault of a pupil or adult
- Severe or persistent bullying, including physical, verbal, or cyberbullying (please refer to Anti bullying Strategy - see Appendix 5 and Behaviour Policy)
- Persistent and repetitive disruption of lessons and other pupils' learning
- Extreme misbehaviour deemed outside the remit of the normal range of sanctions.

2) Suspensions will be used where a child's behaviour is significantly disruptive or dangerous in the classroom and a half or full day internal suspension may be given as an alternative to any external suspension.

3) A suspension from the academy can only be authorised by the Principal or the Vice Principal acting on their behalf. If none are available to authorise the suspension, a decision should be deferred until the opportunity for authorisation is available.

4) In the case of a Permanent Exclusion, this can only be authorised by the Principal and must only be done after consulting the Chair of the Regional Board of the intention to impose this sanction, although the final decision rests with the Principal of the academy.

5) The academy seeks to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline within the academy and using our assertive discipline policy.

6) The academy regularly monitors the number of suspensions to ensure that no group of pupils is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Roles and responsibilities

The Principal informing parents, or a member of the leadership team staff acting on their behalf, will provide the following information, to the parents/carers of an suspended/excluded pupil:

- The reason(s) for the suspension/permanent exclusion
- The length of a suspension
- To arrange a reintegration meeting for after a suspension
- The Principal is the only member of the academy who will notify the parent(s)/carer(s) of a pupil by a telephone call that has been permanently excluded. This will be witnessed and minuted by another member of academy staff. If the Principal is absent from school this duty can be delegated to a member of the senior leadership team.

If the suspended pupil has special educational needs or is disabled, all information will be shared with the academy SENDCO. The SENDCO may then be involved in future meetings regarding this suspension. If the suspended pupil is in local authority care (LAC), all relevant information will be shared with the local authority and Virtual Schools. A welfare call will be made if the suspension period is longer than a single day, with the first call being made within 48 hours of the suspension period starting.

Parents/Carers and the local authority will be emailed a formal letter for any suspension that has been made, within 24 hours of the parent/carer first being notified. This information will include the following:

DRAFT

● The reason(s) for the suspension
● The length of a suspension or, for a permanent exclusion, the fact that it is permanent
● The date and time of the reintegration meeting following the suspension, as agreed during the telephone call
● Information about parents' right to make representations about the suspension to the regional board
● Where there is a legal requirement for a review panel to meet to consider the reinstatement of a pupil, and the family have a right to attend a meeting

The letter must notify parents that for the first five academy days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during academy hours without good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of a suspension/exclusion:
● The start date for any provision of full-time education that has been arranged
● The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
● The address at which the provision will take place
● Any information required by the pupil to identify the person they should report to on the first day

The Principal (or delegated member of SLT if the Principal is absent) will immediately notify the Chair of the Regional Board and the local authority of:
● A permanent exclusion, including when a suspension is made permanent
● Suspensions which would result in the pupil being suspended for more than fifteen academy days in a term
● Suspensions which would result in the pupil missing a public examination.

For a permanent exclusion, if the pupil lives outside the local authority in which the academy is located, the Principal will also immediately inform the pupil's 'home authority' of the permanent exclusion and the reason(s) for it, without delay.

Responsibilities regarding suspensions and permanent exclusions are delegated to the Regional Board. The Chair of the Regional Board will arrange for a panel to be formed which will consist of members from a Regional Board and/or the Educational Operational Board. The panel has a duty to consider the reinstatement of a suspended pupil (if the suspension takes the pupils beyond 15 days of suspension in the same term) or a pupil who has been permanently excluded. Within 14 days of receipt of a request, the Regional Board will provide the Secretary of State with information about any suspensions/exclusions within the last 12 months. For a suspension of more than five academy days, the Regional Board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension. Provision does not have to be arranged for pupils in the final year of compulsory education, who do not have any further public examinations to sit. For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the permanent exclusion.

Considering the reinstatement of a pupil
A panel, consisting of Regional Board and/or the Educational Operational Board members will be formed to consider the reinstatement of a suspended or excluded pupil. This panel will convene within 15 academy days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the pupil's total number of academy days of suspension to more than 15 in a term.
- It would result in the pupil missing a public examination.

Panel Decisions
The panel can:

DRAFT

- Decline to reinstate the pupil.
- Direct the reinstatement of the pupil, either immediately or on a particular date.

Decision-Making Process
In reaching a decision, the panel will consider whether the suspension or permanent exclusion was lawful, reasonable, and procedurally fair, and whether the Principal followed their legal duties. They will decide whether facts are true "on the balance of probabilities" (which differs from the criminal standard of "beyond reasonable doubt") and consider all presented evidence. Minutes of the meeting and a record of evidence considered will be kept. The outcome will be recorded on the pupil's educational record. The Chair of the Panel will notify the Principal, parents/carers, and the local authority in writing of the decision and the reasons for it without delay.

Information for Permanent Exclusions
Where an exclusion is permanent, the panel's decision must include:
- Confirmation that the exclusion is permanent.
- Notice of the parents'/carers' right to ask for the decision to be reviewed by an Independent Review Panel (IRP). This notice must include:
    - The date by which an application for an independent review must be made.
    - The name and address to whom the application should be submitted.
    - Requirements that the application set out the grounds for the review, including reference to how the pupil's Special Educational Needs (SEND) are relevant, where appropriate.
    - Information regarding the right to request an SEND expert to attend the review (at no cost to parents/carers), regardless of whether the pupil has recognised SEND. Parents/carers must specify this request in their application.
    - Confirmation that parents/carers may appoint someone to make representations (at their own expense) and bring a family representative to the review.

Discrimination Claims
If parents/carers believe the exclusion resulted from discrimination, they may make a claim under the Equality Act 2010. This claim should be lodged within 6 months of the alleged discrimination to:
- The First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination.
- The county court for other forms of discrimination.

Permanent Exclusions
A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Principal may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:
- the Regional Board is required to review the Principal's decision and you may meet with them to explain your views on the exclusion
- if the Regional Board confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the academy must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Off-Site Direction
Dashwood Academy may direct a pupil to attend educational provision off-site under Section 29A of the Education Act 2002 to improve their behaviour. This is a time-bound, temporary intervention where the academy retains ultimate safeguarding and attendance responsibility. The Principal will send a formal written notice to the parents or carers, and the local authority if the pupil has an Education, Health and Care Plan, at least two clear days before the placement begins. Formal reviews will take place at relevant intervals in accordance with statutory regulations to evaluate the pupil's progress against targets. These review meetings must include the Principal, the parents or carers, and a representative nominated by the board of Aspirations Academies Trust who is not the Principal. If the

DRAFT

pupil has an Education, Health and Care Plan, the local authority will also be invited to attend. Legal parental consent is not required for an off-site direction to be issued, although Dashwood Academy will always seek and consider the views of parents or carers before making a final decision.

Managed Moves

A Managed Move is a permanent transfer to another mainstream school used when the academy and the family agree that a fresh start is in the pupil's best interest. This strategy is explored to help prevent a suspension or permanent exclusion, but it cannot be used as a sanction and must be completely voluntary. A Managed Move can only proceed with the full, explicit written consent of all parties involved, including the parents or carers, XXXX Academy, and the host school. If consent is withheld, the process terminates immediately and the pupil remains at the academy with an updated internal support plan.

Appeals

All correspondence regarding an exclusion will inform parents of their right to appeal to the Regional Board against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Regional Board.

Relationship to other academy policies

The Suspension and Exclusion Policy should be read in tandem with the academy's Discipline/Behaviour Policy. It also has a close relationship with the Special Educational Needs Policy and the Attendance Policy.

Monitoring and Review

1) The impact of this policy will be reviewed by the Regional Board.

2) The Principal will provide the Regional Board with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

Documents consulted:

School discipline and exclusion guidance from gov.uk

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

DRAFT

Anti-bullying Strategy

Vision & Core Principles

Our strategy is grounded in the belief that everyone has the right to be themselves in a safe, caring, and happy learning environment. Through our vision, we strive to ensure that every pupil has the opportunity to speak out and be heard and to create a safe environment where everyone feels safe and valued:

Together, we create a safe, inclusive, and inspiring community where every child feels valued, every voice is heard. Empowered through strong connections, pupils achieve their full potential. Through respect, compassion, and high expectations, we enable all learners to belong, succeed, and thrive.

Dashwood is committed to maintaining a safe, inclusive, and high-achieving environment where every pupil is empowered to flourish without fear of discrimination, harassment, or intimidation. Aligned with our core values - **Ready, Respectful, Safe** - this strategy outlines a whole-school approach to preventing, identifying, and addressing, through intervention, bullying in all its forms.

Our Dashwood Culture: We celebrate diversity, uniqueness, and similarities while strictly upholding the **9 Protected Characteristics** under the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, sexual orientation).

Lead by our Pupil Leadership Team of Anti-Bullying Ambassadors their key message is:

In a world where you can be anything, be kind.

Prevention

By empowering pupil voice through our Anti-Bullying Ambassador Programme and embedding the requirements of the Equality Act 2010, Senior Leadership ensures that anti-bullying protocols are integrated across our curriculum, pastoral care structures, and safeguarding frameworks.

To ensure consistent identification and recording across all year groups, the leadership team defines bullying as targeted, repeated, and intentional behaviour designed to cause physical, emotional, or psychological harm.

Dashwood's Shared Definition & Framework (STOP & VIP)

To ensure consistent recognition across staff and pupils, bullying is defined as **S**everal **T**imes **O**n **P**urpose—deliberate, repeated, hurtful behaviour where victims find it difficult to defend themselves.

Types of Bullying		
VERBAL	INDIRECT	PHYSICAL
Spoken words, name calling, teasing, threatening	Indirect comments, exclusion, cyber-bullying, messaging, online abuse, online threats	Physical harm, hitting, unwanted touching

DRAFT

Bullying can target race, religion, family, gender, sexuality (homophobic/bi-phobic/transphobic), SEN/disability, appearance, or living circumstances.

Pupil Empowerment & Ambassador-Led Initiatives

- **Anti-Bullying Ambassadors:** Peer leaders who drive awareness campaigns, role-model kindness, and support fellow pupils.
- **Anti-Bullying Ambassadors Child-Friendly Policy:** A policy that reflects our strategy has been created in child-friendly language to ensure that it is accessible to all (Appendix B).
- **From Bystander to Up-stander:** Empower pupils to safely tell bullies to stop or help victims report incidents to trusted adults.
- **Pupil Leadership Mentoring** - Year 6 pupils mentor identified pupils through a structured mentoring scheme
- **Accessible Reporting Channels:**
    - Direct reporting to teachers, TAs, midday supervisors, or office staff.
    - Classroom **Worry Boxes** for written notes.
    - External confidential support via **ChildLine (0808 1111)**.

Proactive Curriculum & Awareness

- **PSHE & Circle Time:** Structured, age-appropriate lessons mapping out inclusion, empathy, and deep dives into the 9 Protected Characteristics.
- **Assemblies & Campaigns:** Regular assemblies and staff-pupil training initiatives led by Ambassadors.
- **Buddy Benches** to promote friendships and raise awareness of loneliness
- **Cultural celebrations** raise understanding of differences and similarities and promote inclusion.
- **Behaviour policy** and intervention identifies and educates pupils about discriminatory language.

Identification & Early Intervention

Staff actively monitor potential indicators of bullying (e.g., reluctance to attend school, anxiety, damaged belongings, missing money, unexplained injuries, changes in performance or behaviour).

Graduated Response & Resolution Procedure

When an incident is reported, parents/carers and the Principal are kept informed at every stage while keeping the child safe and supported. Where a concern is raised or noticed, pupils involved are listened to with their responses and concerns recorded. Adults work collaboratively to understand the concern raised and investigate it in a timely manner. Leaders act on what has been reported and all concerns and resulting actions are formally logged and reported to the Governing Body.

Step 1: Discussion with child & Class Teacher

Step 2: Complete Pupil Incident Forms

Step 3: Pair/Group Restorative Session (No-blame) & Consequences Lesson See: Appendix 2

Step 4: Class Teacher & Leadership Monitoring

If steps 1 - 4 do not result in the issues/concerns raised ceasing:

Step 5: Individual Meeting with Principal (Formally logged as bullying)

Step 6: Parent/Carer Meeting with Principal

DRAFT

Step 7: Apply Appropriate Formal Consequences

Note: *While steps are sequential, severe incidents may escalate directly to Step 4 or higher based on context. Support is provided to all children involved, including those displaying bullying behaviours.*

Governance, Monitoring & Support External Partners

Governance & Oversight: Key Stage Leaders and the Inclusion and Welfare Manager analyse reflection forms and report behaviour trends to the Senior Leadership Team (SLT) and Local Advisory Board (LAB). All incidents are formally logged.

The role of trusted adults

Teachers, support staff, and everyone else who works in school acts as positive role models to pupils and how well people are treated through respectful relationships. Positive and respectful relationships sit at the heart of our Dashwood community promoted through our vision and core values. We strive to foster a community of belonging and pride ourselves on the authentically respectful relationships that we demonstrate as a staff and extend to our pupils, parents and carers.

Key External Support Partners:

Organisation	Contact / Website	Focus Area
Childline	0800 1111	Free helpline for children
Kidscape	020 7730 3300 kidscape.org.uk	Adult helpline & bullying prevention
Anti-Bullying Alliance	anti-bullyingalliance.org	Tools & guidance framework
NSPCC	0808 800 5000 / nspcc.org.uk	Child protection & advice

DRAFT

Appendix 1

Sited from https://www.zonesofregulation.com/learn-more-about-the-zones.html and https://www.socialthinking.com/Articles?name=social-thinking-zones-of-regulation-journey-continues the Zones of Regulation are as follows:



The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.



The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

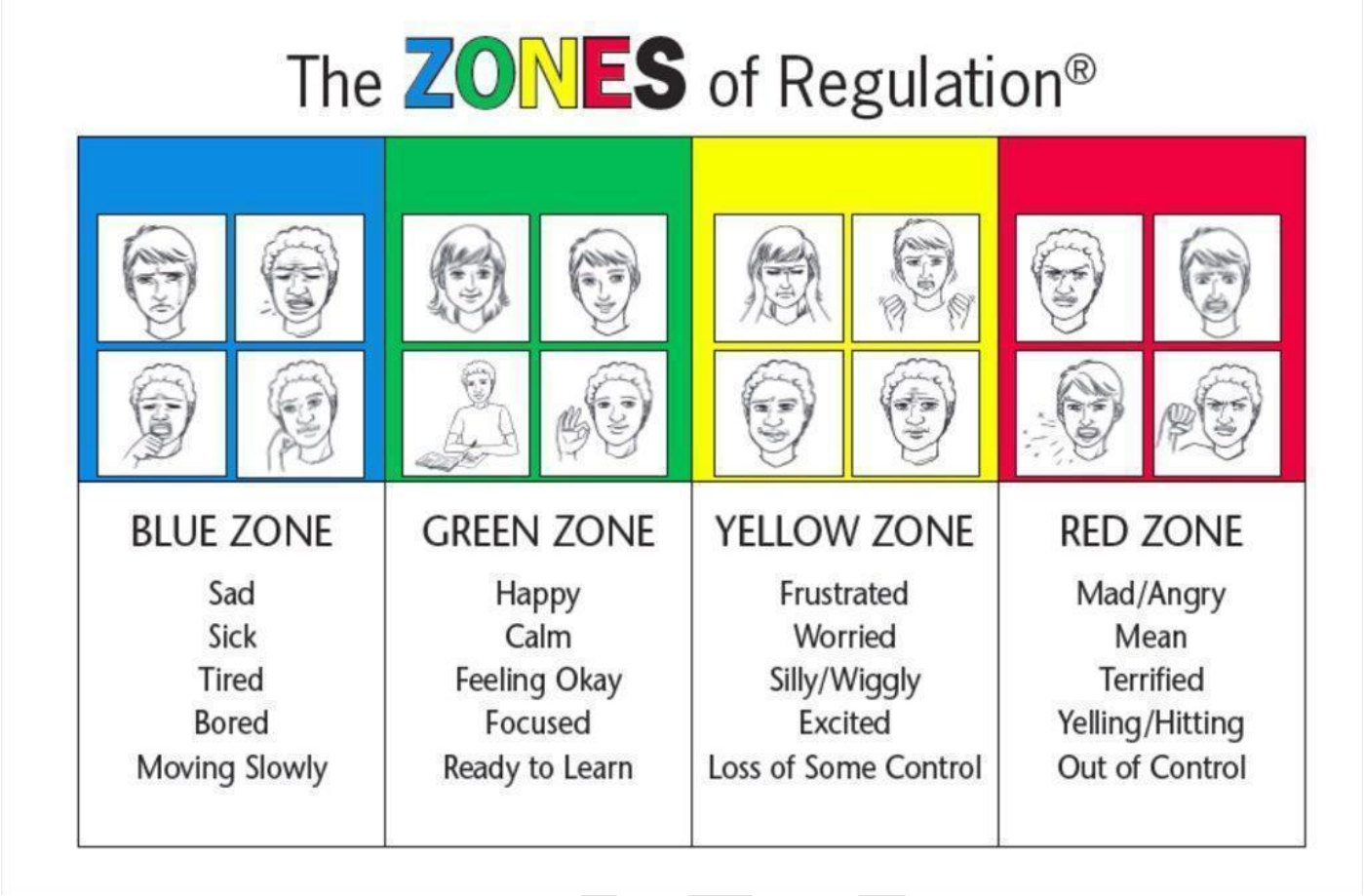


The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.



The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

DRAFT



Appendix 2

Our 30 second script staff must follow and we strongly suggest parents/carers use too:

1. Ask: **How are you feeling?**

2. Acknowledge: **I can see you are in the … zone because you feel …**

3. Ask: **What happened?/ Why do you feel…?**

4. Ask: **How can you resolve this?**

Appendix 3 – Glossary of terms

- **Toolbox**: a collection of calming and alerting strategies they can pull from depending on need.
- **Tools or strategies**: used to refer to the technique to support regulation.
- **Trigger**: an irritant that causes a pupil to become less regulated and increases the likelihood to get into the yellow or red zone.
- **Stop, Opt and Go**: a concept used to aid pupils in controlling impulses and problem-solving better solutions.
- **Expected behaviours**: behaviours that give people around you good or comfortable thoughts about you.
- **Unexpected behaviours**: behaviours that give people around uncomfortable thoughts about you.
- **What is the size of the problem? Is this a Big or Little Problem?** Questions posed to help pupils to measure the size of the problem they are experiencing.
- **Big Problems**: problems that many people share and that have no easy, quick, or pleasant solution.
- **Medium Problems**: some people share these and they are able to be resolved in an hour or a couple of days.

- **Little Problems**: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.
- **Inner critic**: used to describe negative, self-defeating thoughts.
- **Inner coach**: used to descriptive positive thoughts.
- **Superflex thinking**: a flexible thinking pattern in which a person is able to consider different points of view or ways to do something.
- **Rock Brain thinking**: a rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

DRAFT

Appendix 4:

Dashwood Banbury Academy

BULLYING/POTENTIAL BULLYING INCIDENT MONITORING FORM

Date of incident: Time:

SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT

The child experiencing bullying behaviour / targeted by bullying behaviour	**The child demonstrating bullying behaviour**
Name:	Name:
Class:	Class:
Year group and key stage:	Year group and key stage:
Member of staff/governor involved:	Member of staff/governor involved:
Pupil from another school?	Pupil from another school?
Asylum seeker/SEN/disadvantaged (highlight as appropriate)	Asylum seeker/SEN/disadvantaged (highlight as appropriate)
Previous incidents – when/date?	Previous incidents – when/date?
Ethnicity (Pupils only)	Ethnicity (Pupils only)

SECTION 2 – TYPE OF INCIDENT

Location: What type of incident occurred (highlight)?

Verbal Abuse (spoken words, name calling, teasing, threatening)	Other (please specify below):
Physical Abuse (physical harm, hitting, unwanted touching)	

DRAFT

Indirect Abuse (indirect comments, exclusion, cyber-bullying, messaging, online abuse, online threats)	

SECTION 3 – ACTION TO BE TAKEN TO DEAL WITH THE INCIDENT AND DETAILS OF SUPPORT OFFERED TO THE CHILD EXPERIENCING BULLYING BEHAVIOUR/TARGETED BY BULLYING BEHAVIOUR AND CHILD DEMONSTRATING BULLYING BEHAVIOURS

- What action(s) was/were taken to deal with the incident (highlight)?
- Warning/discussion to the child demonstrating bullying behaviour
- Educational session completed with the child demonstrating bullying behaviour
- Discussion with the parent(s)/guardian/carer of the child demonstrating bullying behaviour
- Discussion with the parent(s)/guardian/carer of the child experiencing bullying behaviour/ targeted by bullying behaviour
- Mediation/restorative
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Internal suspension
- Referral to the police/other body
- Other consequence (please specify)
- Other action (please specify)
- No action

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

SECTION 4 – INVOLVEMENT OF THE POLICE

Was the incident referred to the Police?	YES NO
If yes, by whom?	
Date:	
Time:	

SECTION 5 – COMPLETION OF RECORD

Name of person reporting this incident	
Position in school	
Name of person dealing with the incident if different from above	

DRAFT

Position in school	
Date of record	

DRAFT

Appendix 5: Pupil-Led Anti-Bullying Policy



Dashwood Banbury Academy child friendly anti-bullying policy – written by our Anti-Bullying Ambassadors for our pupils

We, Dashwood Banbury Academy's Anti-Bullying Ambassadors, believe that everyone has the right to be themselves.

Our school is a caring environment where everyone can feel safe, be happy and learn.

Everyone at our school is included and acts with respect and kindness towards each other. We recognise that everyone is different and that we are all unique. We celebrate our differences and similarities.



Our school takes bullying very seriously.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else on purpose and more than once. Bullying can be carried out by one person or more than one person or even by a group of people.

A useful way to remember what bullying is:

Several **T**imes **O**n **P**urpose

(and it is hurtful)

Bullying can be:

- Hitting or saying that you are going to hit someone
- Touching someone when they do not want you to
- Calling someone names, teasing, using rude language or saying nasty, hurtful things to them to upset them, or about someone to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone

The Anti-bullying Ambassadors recognise that bullying can be… V.I.P

Verbal – using spoken words that are unkind or hurtful

Indirect – hurtful comments made to someone about someone else or made online including cyber-bullying

Physical – hurting someone on purpose

Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief
- Family or culture
- Sexist bullying
- Homophobic or bi-phobic bullying
- Transphobic bullying
- Special Educational Needs or disability bullying
- What someone looks like
- Where someone lives or who they live with

DRAFT

Why does bullying happen?

Although bullying doesn't happen very much at Dashwood Banbury Academy, it ***might*** happen. Pupils who bully can be older, younger, bigger or smaller than you. Pupils who bully pick on people who may be different in some way and try to make them feel worse about themselves.

People who may present bullying behaviours may also need support. It is important to identify and deal with the bullying behaviour.

If you are being bullied remember that it is never your fault.

Where does bullying happen?

Bullying can happen at school, outside of school or online.

What should I do if I think someone is being bullied?

- In our school, we all take responsibility in keeping each other safe which fits in with our three school rules: ***Ready, Respectful, Safe***
- It is never OK to see someone being bullied and do nothing (being a ***bystander***)
- You can tell people to stop (become an ***up-stander***) or you can tell an adult about what has happened.
- If you think someone is being bullied then talk to the person, ask if they're okay and ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust.

- Tell an adult or friend, either at school or at home.
- If you have already told an adult about bullying you can still tell them again.

You can:

- Tell a teacher – your class teacher or any other teacher
- Tell a friend you trust
- Tell any other adult staff in school – such as Teaching Assistants, midday supervisors or the school office
- Tell an adult at home
- You can also write a note about the bullying and put it in your class worry box or give it to your class teacher
- You can also call ChildLine at any time for free on **0800 1111**. They will not tell anyone about what you have said.

If you tell a teacher or adult at school, they will be able to help you. They will tell the Principal or Senior Leaders of our school and your parents or carer so that they can all help you together.

Telling an adult will never make bullying worse. They will talk to you and the people displaying bullying behaviours to find ways to stop it and keep you safe.

DRAFT

At Dashwood Banbury Academy we believe that everyone has the right to be treated fairly and equally.

It is against the law to discriminate against someone because of:

9 Protected Characteristics:	age	disability	gender reassignment	marriage and civil partnership
pregnancy and maternity	race	religion or belief	sex	sexual orientation

We are all protected under the Equality Act 2010 from these types of discrimination.

At Dashwood, we strive to create an inclusive environment where every member of the school community can flourish.

Under the Equality Act 2010, which protects us all from discrimination, there are nine protected characteristics. We do not discriminate or tolerate discrimination against anyone based on any of the protected characteristics they have.

At our school, we have assemblies that help us to learn more about the 9 Protected Characteristics and how all people should be treated equally and fairly. Our PSHE curriculum maps out lessons that are taught to each year group, in an age-appropriate way - which gives us all an opportunity to delve more deeply into each protected characteristic. We are lucky to be part of a diverse community at Dashwood and can see the positives of this. We learn from each other about our different cultures, religions and beliefs.

Through our three School Rules – ***Ready, Respectful, Safe*** – we learn that respect helps to ensure that we are treated fairly and in-turn, treat others in the same respectful way.



Our Dashwood Banbury Academy Anti-Bullying Logo
designed by our Anti-Bullying Ambassador

DRAFT