BOVINGTON
AN ASPIRATIONS ACADEMY

Behaviour, Suspension and Exclusion Policy

Version control	
July 2026	Reviewed
July 2025	Reviewed and updated
July 2024	Reviewed and updated
July 2023	Policy set up and merged with Behaviour policy

Date of last review:	July 2026	**Review Period:**	1 year
Date of next review:	July 2027	**Owner:**	Principal
Type of policy:	School	**RB or Trust Approved:**	Regional Board

1. Aims

We believe that teaching children in a way which promotes high self-esteem, also helps promote good behaviour. The teacher has the right to teach; children have the right to learn.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-academy approach to maintaining high standards of behaviour that reflect the values of the academy
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2014
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a academy's duty to safeguard and promote the welfare of children, paragraph 9 requires the academy to have a written behaviour policy and paragraph 10 requires the academy to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Staff work without compromise to ensure that all pupils leave our academy ready for their future lives. Bovington Academy believes whole-heartedly in the three key values of self-worth, engagement and purpose.

Behaviour incidents are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious behaviour incidents are defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexualised comments, sexual jokes/taunting, physical behaviour like interfering with clothing, online sexual harassment such as unwanted sexual comments and messages (including social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Where pupils regularly disrupt lessons or break the academy rules they are tracked through a STAR tracking system on Arbor to identify barriers/triggers so that support can be rapidly introduced. These represent:
- Setting
- Trigger
- Action
- Response

4. <u>Bullying</u>

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic /biphobic · Transphobic · Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy (appendix 1)

5. Roles and responsibilities

5.1 The Regional Board

The Regional Board is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

5.2 The Principal

The principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the academy environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the academy's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

The senior leadership team (SLT) will support staff in responding to behaviour incidents.
Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the academy's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the academy culture and how they can uphold academy rules and expectations
- Recording behaviour incidents promptly on Arbor
- Challenging pupils to meet the academy's expectations

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the academy's behaviour policy
- Inform the academy of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the academy directly, whilst continuing to work in partnership with the academy
- Ensure their children wear correct uniform
- Take part in the life of the academy and its culture

The academy will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the academy's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at the academy
- The expected standard of uniform they should be wearing at all times
- That they have a duty to follow the behaviour policy/steps
- The academy's key expectations and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the academy's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who arrive through in-year admissions.

6. Academy Behaviour Curriculum

Pupils have more likelihood of success when they feel connected to an educational establishment. When pupils feel that adults in the academy care about them as people as well as their learning they are more likely to feel connected.

All academy adults;

- Have high expectations of pupils
- Follow the school behaviour systems
- Plan engaging activities
- Focus on building positive relationships and using positive language
- Foster positive relationships with parents/carers

Pupils are expected to demonstrate the academy behaviour values:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and calmly around the academy
- Treat the academy buildings and property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Where possible, pupils will not have mobile phones on their person during the school day. Where parents/carers want their child to bring a mobile phone to school, the following should be followed;

- All phones should be handed into the academy office for safe keeping
- Pupils should turn off their mobile phones

There will be exceptions to the rules for medical or personal reasons, such as pupils with diabetes who use their phones to track insulin levels.

Liability is an issue, in case of loss or damage.

6.2 Rewards

We support the children to recognise the importance of intrinsic and extrinsic motivation. Praising effort and resilience is effective because it has a positive impact on a child's SELF-WORTH. Praise can be unobtrusive or can be public. We aim to ensure we know what type of praise each child responds to best so we can adjust the praise to the individual concerned. Praise both supports and motivates. Achievements are also shared in the academy newsletter, on Facebook and through Class Dojo.

Celebration assembly identifies rewards and successes each week, including 'Best of Bovi' which celebrates achievements outside of the academy.

Each class has their own agreed whole class and personal reward system and class charter. Some children will receive additional personalised rewards for targets they have been working towards; these can be linked to learning or behaviour and agreed by class teachers or members of the wider team working with the child.

7. <u>Responding to Behaviour</u>



7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the academy. They will:

Create and maintain a stimulating environment that encourages pupils to show the values of purpose, engagement and self-worth within their learning.

Display the behaviour poster and create their own class reward system

Develop a positive relationship with pupils, which include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Listening to their pupils

7.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Positive Handling (see policy)

When considering using positive handling, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
Positive Handling and Physical Intervention Policy .docx

7.4 Confiscation, Searches

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

Confiscation

Any prohibited items (listed in section 3 of the DFE Searching, Screening and Confiscation schools' guidance) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the academy rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the academy premises or where the member of staff has lawful control or charge of the pupil, for example on a trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the principal, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3 of the DFE Searching, Screening and Confiscation schools' guidance, but not to search for items that are only identified in the academy rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the academy rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL/principal without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3 of the DFE Searching, Screening and Confiscation schools' guidance
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the academy's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the academy has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for

the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above ***does not*** enable them to conduct a strip search (removing more than the outer clothing) and strip searches on academy premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into the academy, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on academy premises, the decision on whether to conduct a strip search lies solely with them. The academy will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into the academy to act as the pupil's appropriate adult. If the academy can not get in touch with the parents, or they aren't able to come to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The academy will keep records of strip searches that have been conducted on premises, and monitor them for any trends that emerge.

Who will be present

For any search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil

- Not be a police officer or otherwise associated with the police
- Not be the principal
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the academy will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the academy's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the academy. This means misbehaviour when the pupil is:

- Taking part in any academy-organised or academy-related activity (e.g. trips)
- Travelling to or from the academy
- Wearing uniform
- In any other way identifiable as a pupil of our academy

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the academy
- Poses a threat to another pupil
- Could adversely affect the reputation of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an academy-organised trip).

7.6 Online Misbehaviour

The academy can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the academy
- It adversely affects the reputation of the academy
- The pupil is identifiable as a member of the academy

Sanctions will only be given out on academy premises or elsewhere when the pupil is under the lawful control of a staff member. See policy: Online safety Policy April 2025

7.7 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the academy will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the academy will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the principal will make the report.

The academy will not interfere with any police action taken. However, the academy may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.8 Zero-tolerance approach to sexual harassment and sexual violence

The academy will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The academy's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The academy has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

8. Serious Sanctions

8.1 Detentions

Pupils can be issued with detentions during break/lunch, and in exceptional cases after the school day.

The academy will decide whether it is necessary to inform the pupil's parents/carers for break/lunch, but parent/carer permission must always be sought for after-school detentions.

When imposing an after-school detention, the academy will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the academy may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the leadership team or a member of the inclusion team, and will usually only be removed for a maximum of a day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The academy will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The academy will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as;

- Individual behaviour plans (IBPs) or pastoral support plans (PSPs).
- 123 professional meetings
- Use of LSAs (Learning support assistants)
- Short term behaviour reports
- Long term behaviour plans
- Learning profiling
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the academy will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the academy's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the academy must cooperate with the local authority and other bodies

As part of meeting these duties, the academy will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The academy's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the academy has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the academy may request an emergency review of the EHC plan.

https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/ehc-needs-assessments-and-plans/education-and-early-help-send-team

10. Pupil Transition

10.1 Inducting incoming pupils

The academy will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider academy culture. Conversations with the incoming academy will take place prior to entry to ensure any necessary provision is in place.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of term or year.

Enhanced transition exists in Year 6 for those pupils moving onto secondary education.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Positive handling
- The needs of the pupils at the school
- Training on individual disabilities/conditions
- Use of visuals
- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

A staff training log is kept.

12. Suspension and Permanent Exclusion

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our academy aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in our academy are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

Statement of principles

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the Academy Behaviour Policy; **and** where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others.

We seek to reduce the number of incidents leading to a suspension and permanent exclusion by promoting a positive atmosphere of mutual respect and discipline within the academy.

We regularly monitor the number of suspensions and permanent exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

A note on off-rolling

Our academy is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the academy feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the academy

12.1 Roles and responsibilities

The Principal

Deciding whether to suspend or exclude

Only the Principal, or acting Principal, can suspend or permanently exclude a pupil from the academy on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of the academy. The Principal will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the academy’s behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Principal will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

The decision will always be:

- Lawful
- Rationale
- Reasonable
- Fair

- Proportionate

When establishing the facts in relation to a possible exclusion, the Principal will always apply the civil standard of proof i.e., on the balance of probabilities it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

The behaviour of pupils outside of the academy can be considered as grounds for exclusion. The academy's behaviour policy will set out when a pupil's behaviour outside of the academy premises may lead to disciplinary sanctions.

It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the academy feels it is unable to meet. It would also be unlawful to exclude for a reason such as:

- academic attainment / ability;
- the action of a pupil's parents;
- the failure of a pupil to meet specific conditions before they are reinstated such as attend a reintegration meeting.

However a Principal could lawfully exclude a child for:

- repeated failure to follow academic instruction;
- failure to complete a behavioural sanction, e.g. a detention (a decision to change the sanction to exclusion would not automatically be unlawful);
- repeated and persistent breaches of the academy's behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of a wider pattern of behaviour.

Informing parents/carers

If a pupil is at risk of suspension or exclusion the Principal will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Principal decides to suspend or exclude a pupil, the parents/carers will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The Principal will immediately provide the following information, in writing, to the parents/carers of an excluded pupil:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parent/carers' right to make representations about the suspension or permanent exclusion to the regional board and how the pupil may be involved in this
- How any representation should be made
- Where there is a legal requirement for the regional board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at a meeting (at their own expense) and to bring a friend

The Principal will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently, that:

For the first 5 academy days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which day this duty applies

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, if possible:

- 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

If the Principal does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the academy reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Informing the regional board

The Principal will, without delay, notify the governing body of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusions which would result in the pupil being excluded for more than 5 academy days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public examination

The Principal will notify the regional board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

The Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Principal will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Principal will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Principal decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Principal may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the regional board. Where there is a cancellation:

- The parents, regional board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Principal to discuss the cancellation
- As referred to above, the Principal will report to the regional board once per term on the number of cancellations
- The pupil will be allowed back into the academy

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Principal will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Principal will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the academy will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the academy will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

The Regional Board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the regional board.

The regional board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

The regional board will challenge and evaluate the data on the academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The regional board will consider:

- How effectively and consistently the academy's behaviour policy is being implemented
- The academy register and absence codes
- Instances where pupils receive repeat suspensions

- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the academy will work together to arrange suitable full-time education to begin from the first day of the exclusion.

12.2 Considering the reinstatement of a pupil

The regional board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 academy days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the regional board must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the Principal to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents/carers make representations to the board, the regional board will consider and decide on the reinstatement of a suspended pupil within 50 academy days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the Principal to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the regional board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the regional board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the regional board and allowed to make representations or share information:

- Parents/carers, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Principal
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The Governing Body can either:

- Decline to reinstate the pupil, or

- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this - see earlier in the section)

In reaching a decision, the regional board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable and procedurally fair
- Whether the Principal followed their legal duties.
- The welfare and safeguarding of the pupil and peers
- Any evidence that was presented to the regional board

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Governing Body will notify, in writing, the Principal, parents/carers and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Governing Body decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEND are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEND, parents have a right to require the Aspirations Trust to appoint a SEND expert to attend the review
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for a SEND expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- If parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

12.3 An independent review

If parents apply for an independent review, the Aspirations Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the regional board of its decision to not reinstate a pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the Principal category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Principals during this time
- Principals or individuals who have been a Principal within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member/director of the Aspirations Trust of the excluding school

- Are the Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the Aspirations Trust, or the governing board, of the excluding academy (unless they are employed as a Principal at another school)
- Have, or at any time have had, any connection with the Aspirations Trust, academy, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the academy.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Principal in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide one of the following:

- Uphold the Aspirations Trust Board's decision
- Recommend that the Aspirations Trust Board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

12.4 School registers

A pupil's name will be removed from the academy admissions register if:

- 15 school days have passed since the parents/carers were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the academy's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

12.5. Returning from a suspension

Reintegration

Staff will support pupils to reintegrate successfully into academy life and full-time education following a suspension or period of off- site direction. Our reintegration strategy offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the academy culture; fosters a renewed sense of belonging within the academy community; and builds engagement with learning.

Reintegration strategy
Following suspension, the academy will put into place a strategy to help the pupil reintegrate successfully into academy life and full-time education.
Where necessary, the academy will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented , as part of the strategy, to ensure a successful reintegration into academy life:

- *The pupil will be welcomed back into the academy once the suspension ends*
- *Setting, reviewing and monitoring targets set*
- *Review of provision*
- *Working with external agencies*
- *Agreeing a behaviour contract/targets*
- *Personal Support Plan (PSP)*

Reduced timetables will not be used as a tool to manage behaviour and where used will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers, and other relevant parties.

Reintegration meeting
The academy will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the academy will communicate to the student that they are getting a fresh start and that they are a valued member of the academy community.

The student, parent/carer, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parent/carer in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion or suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent/carer, and the academy.

The academy expects all returning pupils and their parents/carers to attend the reintegration meetings, but pupils who do not attend will not be prevented from returning to the classroom.

Monitoring this policy
This behaviour policy will be reviewed by the principal and CEO at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the regional board.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Positive Handling and Physical Intervention Policy
- Anti-Bullying Policy
- Online Safety Policy

- SEN policy and information report
- Equality Information
- Home/Academy Agreement

14. Monitoring Arrangements

14.1 Monitoring and evaluating school behaviour

The academy will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term (6x a year) by the principal and the leaders of the academy.

The data will be analysed from a variety of perspectives including:

- At academy level
- By age group
- By group
- At the level of individual members of staff
- By time of day/week/term/lesson
- By protected characteristic

The academy will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the academy will review its policies to tackle it.

Policy Consultation & Review

This policy is available on our academy website and is available on request from the academy office. We also inform parents and carers about this policy when their children join our academy and through our academy newsletters.

This policy will be reviewed in full and agreed on an annual basis by the Aspirations Regional Board (RB. Following each such annual review the revised policy shall be reported to staff, parents/carers and any other stakeholders.

Signature	**Principal**	**Date: 01.07.26**
	**L.Muraro**	

Appendix 1 - Anti-Bullying Strategy

Promoting Friendship and Anti-Bullying Strategies

Bullying is defined as:
'Deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism and homophobic), physical, social or psychological.'

We support pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion. Whole class targets are sometimes related to demonstrating social skills through our PSHE curriculum. We reinforce positive behaviour through rewards outlined above.

Pupils are encouraged through a range of systems to talk about bullying:

- Circle time
- Buddies
- Access to the Pastoral Team
- Reporting bullying to staff, including when witnessing bullying
- "Worry Box" or other systems to pass messages
- A group of Year 5 pupils are trained as Kindness Ambassadors to support peers in the playground when unkind behaviour has occurred

Staff are responsible for:

- helping children understand and define what bullying is
- modelling by their own behaviour how to address inappropriate behaviour through dialogue and support from others.
- taking bullying seriously and challenging bullying as antisocial reporting incidents through the appropriate form
- asking for advice on how to support a child

Parents can play a part by:

- informing the school if they think their child is being bullied or is bullying other children;
- trying to establish the facts and keeping an open mind;
- talking about the problems of bullying with their child.

Important information to ask the child:

- who has been bullying them, or if they witnessed an incident?
- How long has this been going on?
- How many times has this happened to them?
- Has anyone seen this happen? If so, who?
- Have they told anyone else about this before?
- Have they done anything unhelpful that has not helped the situation?

Important information about bullying

- As pupils grow older, the nature of bullying changes and can become more subtle and include the use of social media/text messaging.
- Most bullying is not physical or direct. Children identify emotional and social forms of bullying as most hurtful.
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings.
- Most bullying is between children of the same ages.

- Those who witness bullying are as deeply affected as those who are directly bullied. Children follow the example. If home life does not offer a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves, they will tend to adopt aggressive behaviour patterns.