

Behaviour & Anti Bullying Policy

Last reviewed: September 2025

Next review due by: September 2026

We do things differently.....

H.E.R.E

*High Standards
Empathy
Resilience
Emotional Response*

Contents

Introduction and Purpose.....	4
Purpose of the Behaviour Policy	4
School Expectations	4
High Standards.....	6
Empathy.....	6
Resilience	6
Emotional Response	6
Parent/Carer Expectations	6
Staff expectations	6
School Behaviour Guidelines.....	7
Attendance and Punctuality	7
Uniform.....	8
Smoking and vaping.....	8
Belongings.....	8
Damages	9
Conduct.....	9
Specialist Behaviour for Learning.....	9
In school support systems and interventions	10
Reflecting, Recording and Grading	11
Reflecting: Daily Team Debrief	11
Recording:.....	11
Grading:.....	11
Daily Grading System	11
Sanctions.....	13
The Alternative to Suspension (TATS) and Fixed Term Suspensions (FTS).....	14
Daily Rewards.....	15
H.E.R.E Weekly Award.....	16
Head of School Award	18
Behaviour outside of the school gates.....	18
Use of reasonable force.....	18
Searching with and without consent and screening.....	18
Screening.....	19
Confiscation of pupils' property	19
Anti-bullying	20
Policy Statement.....	20
Safeguarding children and young people (bullying)	20
Criminal law	20

Bullying outside school premises.....	21
What is bullying?	21
Definition of Bullying	21
The three elements of Bullying.....	22
Forms of Bullying.....	22
Cyber-bullying.....	22
Prevention.....	23
SMSC.....	23
Spiritual development.....	23
Moral development.....	23
Social development.....	23
Cultural development	23
Intervention.....	23
Preventingbullying.....	24
Parents/Carers concerns.....	24
Further sources of information useful for staff and parent’s.....	24
Cyberbullying.....	25
LGBTQ+	25
SEND.....	25
Racism and Hate.....	25
Sexual harassment and sexual bullying	25
Legislative links.....	26
The Equality Act 2010 Specialist organisations	26
Cyber-bullying– sites.....	26
Procedures for Dealing with incidents of bullying.....	27
Supporting Pupils	27
Supporting Adults	27
A Graduated Response - Staff Roles and Responsibilities.....	28
Unit Staff.....	28
Senior Leadership Team.....	28
LGBTQ+	30
SEND.....	30
Racism.....	30
Who to go to with Bullying concerns?.....	30
Appendix 1: Home School Agreement	30
Parent/guardian agreement:.....	31
Pupil Agreement:.....	32
Appendix 2: Specialist Behaviour for Learning – Pedagogy, Research and further reading.....	32

Appendix 3: Aces.....	33
Appendix 4: P.A.C.E.....	34
Team Teach.....	35
Restorative Approaches.....	35

Introduction and Purpose

The Kassia Academy is committed to creating a teaching and learning environment where the learning, social, emotional, mental health and SEND needs of its learners are met and where learners are given the support, they need to enable them to achieve in an atmosphere of safety and mutual respect.

Kassia is a place where young people can learn through supportive interaction, experience and success. We provide a safe environment for both learners and staff so that the emphasis can be placed upon growing, learning and fulfilling the potential that exists. We are committed to removing barriers to participation and achievement. By removing barriers to learning, we aim to support transfer back into mainstream secondary education or specialist provision, post 16 education or the world of employment.

Our aim is to create a secure and inspiring environment where each pupil is supported to enable them to take ownership of their lives, their learning and their decisions. The development of the learner's personal integrity, self-respect and citizenship is central to all work.

Our vision is to give our learners a sense of belonging and for them to feel valued 'H.E.R.E' at The Kassia Academy. As such our core values of High Standards, Empathy, Resilience and Emotional Response are at the heart of everything we do. Expectations at Kassia are high and everyone is expected to behave in an appropriate and reasonable way, to follow school guidelines, to accept responsibility for their behaviour and encourage others to do the same.

Purpose of the Behaviour Policy

The purpose of this Behaviour Policy is to provide a simple, practical code-of-conduct for staff, learners and parents, which reflects the core values of The Kassia Academy:

High Standards: Continually demonstrate, model and reinforce what is appropriate and reasonable behaviour

Empathy: Understand others behaviour and respond appropriately to support each other.

Resilience: To develop skills of resilience where learners are able to manage and talk about their behaviour when they are in difficult or stressful situations.

Emotional Response: To educate learners and equip them with the skills they need to be able to regulate their own emotions, understand triggers for their behaviours, develop coping mechanisms and accept support through interventions.

School Expectations

Through our culture, vision, values and curriculum, learners are supported and expected to

demonstrate the following, in line with the behaviour policy:

High Standards

- Arrive to school dressed smartly in full school uniform
- Contribute to the positive reputation of the school
- Have aspirations to succeed
- To take pride in learning

Empathy

- Take time to listen to staff and each other
- Build relationships with staff and one another
- Be tolerant, respectful and kind to others
- Let an adult know if you are concerned about another learner

Resilience

- Attend school regularly and on time
- Attempt all learning asked of you
- Try your best in all you do
- Ask for help when needed

Emotional Response

- Engage with staff and develop coping strategies
- Do not hurt or become a danger to yourself or others
- Do not damage school property
- Respond appropriately to situations with support

To support learners in upholding the school's vision and values we ask the following from parents and staff:

Parent/Carer Expectations

The school expects parents/carers to

- Ensure that their child comes to school regularly on time and in full uniform
- Inform school about any concerns or problems that may affect their child's learning or behaviour prior to their arrival at school.
- Be aware of and support the school's policies and guidelines
- Support their child by attending regular reviews, learner progress review days and other meetings

Staff expectations

The school expects its staff to promote and facilitate appropriate behaviour by:

- Modelling professionalism and high standards at all times.
- Engaging fully with behaviour CPD made available to them
- Having sound and detailed knowledge of all learner's backgrounds and SEND needs
- Delivering well planned lessons that are engaging, relevant and appropriate to learners' abilities and SEND needs
- Being fully prepared for the day ahead
- Recognising and rewarding positive behaviour
- Modeling calm and appropriate behaviour at all times
- Providing positive feedback and encouragement about learners' efforts and achievements
- Treating learners with fairness and respect at all times
- Ensuring sanctions and consequences are fair, consistent and in line with schools' policy.

All staff are responsible for adhering to positive practice that promotes holistic pupil progress. This is based upon the understanding that pupils make optimum progress, where staff are fair, flexible, trusting, respectful and model positive relationships.

'The ability to form meaningful relationships is fundamental to mental health and happiness. It is the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others'

Trauma Informed School UK, 2019

School Behaviour Guidelines

To support and uphold our behaviour expectations and enable the smooth running of the school's daily routine the following guidelines are in place and learners are reminded to adhere to these at all times:

- Arrive to school every day and on time
- Wear full school uniform
- Do not smoke or vape on site
- Hand in phones and belongings on arrival
- Do not cause damage to the building, displays and equipment
- Do not behave in a way that is dangerous or can cause harm to themselves or any member of our school community.

If any of the above guidelines are not adhered to then we will follow the school's behaviour grade policy and rewards and sanctions ladder (section 6)

Attendance and Punctuality

Learners are expected to attend school every day. Although it's extremely difficult given the nature of our learners, our aim is and will always be to achieve 100% attendance by the end of the academic year. Attendance and punctuality are discussed with learners daily and we follow a robust set of procedures and systems to track and improve attendance.

Learners are encouraged to arrive at school on time at 8:45. Staff welcome learners at the gate and are on duty at the front of school to encourage punctuality. Attendance and punctuality are also

linked to our behaviour and reward system and the highest grade those learners can achieve for the day who arrive after 9:15am is a B. This then impacts their daily rewards as well as potentially impacting them attending their half termly reward trip.

As well as the above, to track, monitor and record attendance a text is sent out and a phone call is made for those learners who don't attend for that day. This is then logged in Edukey. An attendance letter system is in place for learners who require attendance monitoring. Further information can be found in our Attendance policy.

An incentive for learners to maintain their attendance is a reward system whereby the learner with the highest attendance for the term will receive a £20 voucher of their choice. In addition to this a voucher of the same amount will be awarded to the learner who has made the most progress during the half term.

Uniform

Uniform is an important part of our school's culture and forms part of our 'High Standards' values.

We believe uniform plays an important part in our learners feeling valued and a sense of belonging. Expectations of arriving to school each day smartly dressed support our ethos that high standards are expected of our learners right from the start of the day and supports the development of skills for post 16 and the world of work.

We are proud of our school and we want our learners to wear their school uniform with pride and feel proud to be part of The Kassia Academy.

If the school uniform is not adhered to then staff will follow the relevant sanctions as outlined in section 6.

If families require support with uniform, then parents can contact our pastoral team who will be more than happy to support.

Uniform List:

- Black School Trousers/School Skirt
- White Kassia/Plain White Polo Shirt
- Kassia Navy/Sweatshirt
- Dark Trainers or School Shoes

Smoking and vaping

There is zero tolerance to smoking and vaping at The Kassia Academy. When arriving at school all smoking paraphernalia is collected in and locked away with learner's belongings, learners can collect their belongings at the end of the day. If any learners are found with cigarettes or vapes on site, then staff will follow the wave system and consequences will be delivered accordingly. The same expectations and consequences apply for offsite activities as onsite activities.

Belongings

Learners must hand over all belongings to staff upon arrival. These may include coats, phones, vapes, earphones, iPad, keys etc. These are then handed back to learners at the end of the day. For those out on a trip, it is at the teacher's discretion whether learners can take their phones on the bus to be used as part of a behaviour management strategy.

Damages

Learners are responsible for any damage they cause and parents sign a damages agreement on induction. Any damage caused to the school by learners will be billed as appropriate. Staff will complete the damage log and repairs will be carried out; invoices will be sent to parents.

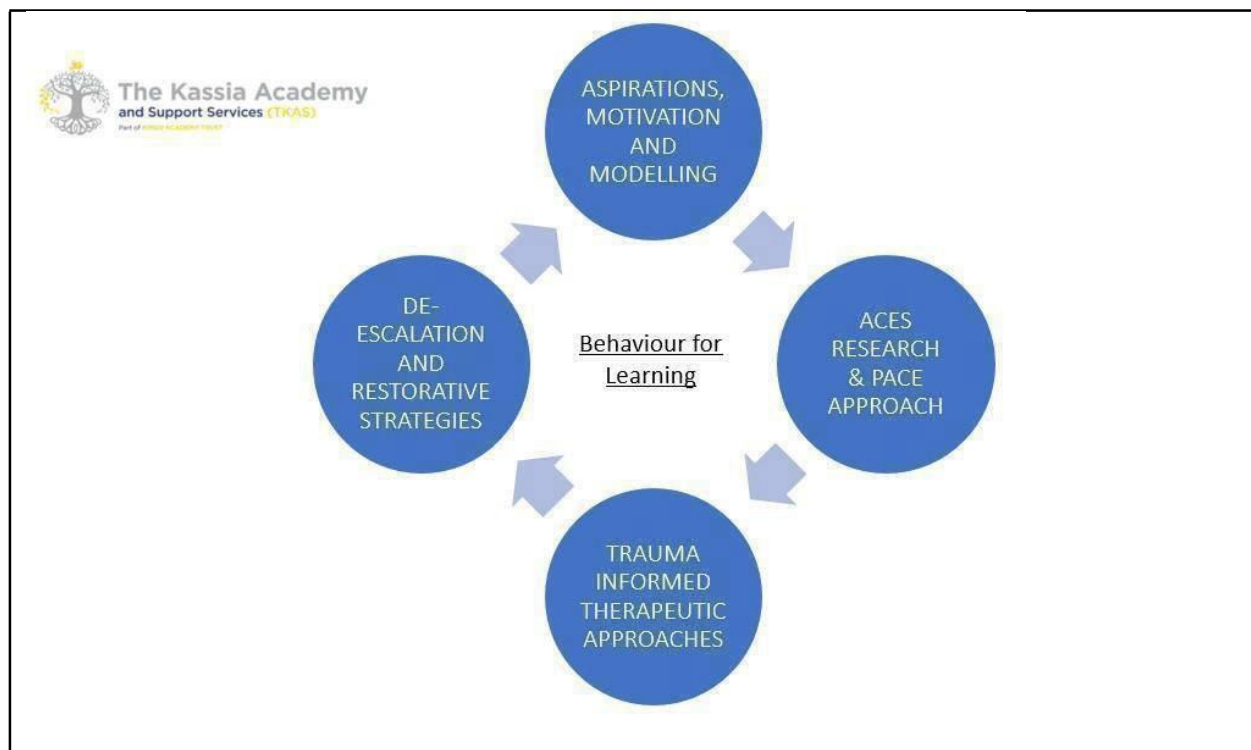
Conduct

Learners are not expected to behave in a way that is dangerous or can cause harm to themselves or any member of our school community. This includes keeping themselves safe and not behaving in a way that may make them more susceptible to harm, for example: If a learner arrives to school and is suspected to be under the influence of an illegal substance it is our duty of care to ensure they are safe and safeguarded appropriately. Appropriate agencies and parents/carers will be contacted immediately and appropriate action will be taken.

Specialist Behaviour for Learning

The Kassia Academy approach to supporting behaviour for learning:

Through our core values of High Standards, Empathy, Resilience and Emotional Response our approach to behaviour is underpinned by pedagogy and research around the latest trauma informed responses and strategies to manage challenging behaviour.



HIGH STANDARDS	Aspirations, Motivation and Modelling (When the Adults Change, Everything Changes – Paul Dix) An Ethic of Excellence (Ron Berger)
EMPATHY	Understanding Childhood Trauma, its life effects and building trusting relationships with our learners. Adverse Childhood Experiences (ACEs) research from the Early Intervention Foundation and Public Health England and Dr Dan Hughes P.A.C.E approach to building relationships
RESILIENCE	Therapeutic approaches, coping strategies and interventions, understanding emotional trauma and the effects on the brain.
EMOTIONAL RESPONSE	Team Teach strategies in de-escalation and restorative approaches (in conjunction with the above research and pedagogy) Neuro Feedback latest research and practices in collaboration with Dr Sue Darby and One Education

Throughout the year staff complete regular training and refresher training on the above to ensure knowledge is embedded, relevant and updated. All school behaviour support systems, strategies and approaches are underpinned by this research and pedagogy to ensure a consistent and well-informed whole school approach.

Further information on the above practices including web links to blogs, further reading and supporting handouts can be found in appendix 2.

In school support systems and interventions

At The Kassia Academy, we have a range of support systems and interventions to support our learners with their behaviour. From their initial induction meeting, staff work closely with learners in equipping them with coping strategies and mechanisms to be able to regulate their emotions.

The following support is available to all learners and is integral to the running of our school;

- Learning Mentors – We have one learning mentor assigned to each unit. Learning mentors are always on hand to support if a learner is struggling to regulate their behaviour. Learning mentors will work closely with learners in identifying triggers and supporting learners in managing their responses. Learning mentors work closely with learners their families and supporting external agencies to ensure every learner has the right package of support around them.
- Pastoral Hub – Although this room can be utilised at breaks and lunchtimes, its primary purpose is as a support base for students who are distressed and in need of emotional support and a quiet space to reflect. Learners will always be supervised when using the pastoral hub.
- Interventions- Interventions are offered to all learners who are struggling to manage their behaviours and emotional responses. Tailored to each individual's needs, interventions can range from academic and SEND interventions to behaviour specific pastoral interventions based on an emotional literacy assessment. All interventions are logged via Edukey.

- Learners are encouraged to recognise triggers through intervention work and to develop coping strategies, which they can draw upon when needed.
- Communication – Communication at Kassia is key. Whole school staff meet 3 times per week to share information around individual learners and safeguarding to ensure that all staff are well informed. Centre staff meet twice per day, once in the morning to prepare for the day and share any information, which may have become known from the previous day and again at the end of the day to record all behaviours, discuss rewards and sanctions, make contact with parents and put in plans for the next day.
- CPD - All our staff are trained in behaviour de-escalation, ACES – adverse childhood experiences, emotional literacy support, trauma awareness and Team Teach. These areas of behaviour management are key to informing our daily interactions with our learners. CPD in the above strategies are scheduled throughout the year to ensure staffs training is fully up to date.
- Support system - All staff (including SLT) are equipped with walkie-talkies in order that support can be called for immediately if needed. Each centre in school has an SLT link person who can be called upon when necessary

Reflecting, Recording and Grading

Reflecting: Daily Team Debrief

Staff meet at the end of every day to discuss the day and individual learners / incidents in a daily team 'Debrief'. The debrief offers opportunity for staff to reflect on incidents throughout the day and to identify triggers and put strategies in place to avoid this happening again.

Recording:

During this meeting concerns, incidents and positives are recorded via our behaviour tracking system Behaviour Watch. Here all incidents are logged, consequences are monitored and recorded and support is planned for the following day via next steps. Interventions are logged on Edukey and positive handling plans, pen portraits (student profiles) and behaviour risk assessments are updated at this time if needed.

Grading:

Learners are graded for their behaviour throughout the day. Each lesson, learners receive a grade using our behaviour grading criteria below. These are then averaged out at the end of the day for their overall daily grade, these are then sent to parents via a text message. If a learner receives an overall daily grade D, then an agreed action/ intervention will take place for the following day and parents/carers will receive a phone call to update them. Alternatively, if a pupil receives an overall daily grade A, then parents/carers will receive a positive phone call.

Daily Grading System

Lesson	Grade A	Grade B	Grade C	Grade D
	<ul style="list-style-type: none"> • I have completed all work to a good standard. • I have made a good attempt to use positive language all lesson. • I have supported my classmates. • I have used my initiative within my learning. • I have worked without persistent instruction. • I have attempted higher level work relevant to me. • I have been respectful towards other cultures. • I have put my best effort into my work. • I have followed instruction. • I have really tried to monitor my language. • I have been mindful and respectful at break and lunch time. 	<ul style="list-style-type: none"> • I have engaged in most of the lesson. • I have completed most/ all of my work but not tried my best. • I have been relatively polite to both staff and students. • I have made some attempt to monitor my language. • I have remained in the classroom for most of my lesson. • I have made an attempt to monitor my behaviour at break and dinner time. 	<ul style="list-style-type: none"> • I have completed minimal work with minimal effort. • I have used disrespectful language towards staff – single incident. • I have refused to engage without disruption. • I have continued to make poor language choices. • I am stood at the gate and late for form. 	<ul style="list-style-type: none"> • I refuse to wear uniform (provided or otherwise). • I refuse to attend my lesson. • I am verbally aggressive towards staff. • I have refused to complete any work. • I have been unkind to other students. • I have broken a non- negotiable • I have used offensive language. • I have refused to follow instruction at break and lunch time. • Climbing on the roof • I have been caught vaping on site

NON-NEGOTIABLE:

- Consumption or possession of illegal substances
- Physical or verbal threats towards staff or students
- Physical harm towards staff or students
- Refusal to hand in belongings
- Stealing staff or student's personal possessions (theft)
- Absconding from the premises for an extended time
- Causing considerable damage
- Constantly climbing on the roof
- Vaping on site and refusing to hand in
- Refusing to wear a uniform and carrying out a 1-1 if offered.

Breaking a Non-Negotiable will result in a meeting with SLT and a potential parent/carer meeting and possible wave 3 and wave 4 sanctions.

Sanctions

Learners are given a range of sanctions and rewards in line with their behaviour conduct as outlined below. Sanctions and rewards ladders are displayed around school and are revisited regularly during active tutorial time. A grade log is used daily to log behaviour grades, set targets and record behaviour and achievements.

	Wave One	Wave Two	Wave Three	Wave Four
Sanctions	<ul style="list-style-type: none"> • Verbal warning • Behaviour grade affected • Loss of privilege • Removal from lesson by Teaching Assistant – short time out opportunity to return 	<ul style="list-style-type: none"> • Phone call to parent at the end of the school day 	<ul style="list-style-type: none"> • Removal by Learning Mentor/TA • 1:1 learning for lesson/morning with Learning Mentor/TA • Parent/ Carer meeting with form tutor 	<ul style="list-style-type: none"> • Parent/ Carer Meeting with SLT • Multi-agency/ Dual school meeting • TATS programme • Fixed Term Exclusion • Action plan created signed by parents/ carers

The Alternative to Suspension (TATS) and Fixed Term Suspensions (FTS).

Where possible fixed term suspensions will be avoided. If a learner's behaviour is deemed as serious but staff (in consultation with the Head of School) feel a fixed term suspension can be avoided - learners will be enrolled onto a TATS programme (the alternative to suspension) for a short-term period.

TATS Programme – The Alternative to Suspension.

Parents and Learners are invited in for a meeting with the Head of School/Head of Centre or Inclusion Manager
The incident is discussed in detail and the learners' views are heard.
The learner is given the opportunity and encouraged to make staff/parents aware of any underlying factors that could have led to this behaviour.
Learners are enrolled on a reduced/adapted timetable where they will access learning in a smaller group or 1:1 and will attend pastoral support sessions with a Learning Mentor for a period of between 1 and 5 days.
A learner may be placed on a reduced timetable for 1-5 days in the first instance to be reviewed weekly thereafter.
Learners will undertake restorative work if appropriate.
Learning may be offered on site at Kassia, online via live lessons or in a public place such as the library at Orford Jubilee
Extensive work will be carried out with the learner by the pastoral team to identify trigger points that led to the incident and provide interventions focused on developing coping strategies to help the learner manage these should the situation occur again.
A multi-agency meeting with the dual school may be called if appropriate.

Fixed term suspensions will only be considered as the very last resort when all other strategies have been unsuccessful – except in circumstances where the pupil's behaviour is so serious that suspension is the most appropriate sanction.

FTS Fixed Term Suspension

- The incident will be fully investigated and all involved will be interviewed.
- The learner will meet with the Head of Centre and/or Head of School to discuss the incident and give their version of events. The Head of School in collaboration with the Head of Centre will determine the length of the suspension.
- Parents will be contacted to inform of incident and asked to collect the learner
- Learner will be issued with an FTS and parents notified verbally over the phone and by writing
- A re-integration meeting with parents and dual school (if necessary) will be scheduled upon the learner's return. A multi-agency meeting may be called following the re-integration meeting if deemed necessary
- A phased return may be implemented to support the learner in their re-integration to school. Behaviour risk assessments and pastoral care plans will be updated to support the learner.
- The learner will receive pastoral intervention following their suspension and any restorative work will be carried out if appropriate.

The above expectations, guidelines and sanctions are shared with learners and parents during their induction meeting when they first join the school. Parents and learners are asked to sign a home school agreement to say they have read, understood and agree to support the above expectations (see appendix 1)

Rewards

	Daily	Weekly	Half Term	End of Term
Rewards	<ul style="list-style-type: none"> • Tokens – Tuck shop • Positive text home • Positive log on Behaviour Watch • Positive phone calls 	<ul style="list-style-type: none"> • HEREAward • Positive phone call home 	<ul style="list-style-type: none"> • Rewards Afternoon • End of half term trip 	<ul style="list-style-type: none"> • End of term trip – Full day • Head of Schools Award

Daily Rewards

The aim of tuck shop tokens is to recognise and celebrate the day-to-day successes our learners have achieved. For many of our learners, education has previously been a negative experience and at Kassia, we aim to change this mindset and celebrate as many successes as possible, however big or small.

Tuck shop tokens are received if the pupil receives an overall daily grade of an A. These can then be cashed in at our tuck shop for snacks or saved up for bigger prizes over a period of time.

H.E.R.E Weekly Award

The aim of the H.E.R.E weekly award is to encourage all of our learners to consistently demonstrate the schools core values of High Standards, Empathy, Resilience and Emotional Response.

These are celebrated for those pupils who have demonstrated these the most during the weekly assembly.

	High Standards	Empathy	Resilience	Emotional Response
H E R E	<ul style="list-style-type: none"> I consistently complete my work; attempting higher level were appropriate. I consistently wear the correct uniform. I follow instructions when initially asked. I have continuously monitored my language. I have consistently tried my best both in class and with pastoral staff. 	<ul style="list-style-type: none"> I can understand the thoughts and feelings of another. I can consider others in regards to race and religion. I am mindful of my actions around other students. I choose appropriate language when discussing a sensitive topic. I have demonstrated kindness in the community. 	<ul style="list-style-type: none"> I continue with a task even when I find it difficult. Despite any ongoing issues, I still attend school. I have asked for help or support when I do not understand something. I will attempt to complete tasks that are outside of my comfort zone. I have made a good attempt at building positive relationships. 	<ul style="list-style-type: none"> I make an attempt to regulate my anger when faced with a difficult situation. I utilise strategies that help support my learning or wellbeing. I can take responsibility for my actions. I reflect on my actions and show willingness to improve. I consider my actions before I react.

Head of School Award

The aim of the Head of School award is to recognise a learner who has excelled the most during the term; this could be for outstanding work, improved behaviour or for overcoming a previous barrier.

Each term, one learner from each unit is nominated by centre staff for the Head of School award; this consists of a certificate and an afternoon with the Head of School and a member of the pastoral team carrying out an activity of their choice.

Behaviour outside of the school gates

The expectations set out in this policy apply to pupil behaviour not only on school premises but when traveling to and from school, and attending any other placement or venue as part of the school day – for example:

- Vocational training placements
- Outdoor activities
- School visits
- Alternative providers and partners such as Warrington Youth Zone, Gyms and Salford Rowing club

In all cases of inappropriate behaviour, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Use of reasonable force

Reasonable force is force is usually used to either control or restrain a person. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as intervening to stop a fight or where a student needs to be restrained to prevent violence or injury to themselves or others.

The Education and Inspections Act 2006 gives staff the legal right to use reasonable force in certain circumstances. Staff at The Kassia Academy will implement this right in any situation where not to do so would put the safety of any individuals at risk. Staff are fully trained in Team Teach strategies and physical intervention will only be used as a last resort.

(More in-depth guidance can be found in the school's Positive Handling Policy)

Searching with and without consent and screening

Any member of school staff can search a pupil for any item if the pupil agrees.

The Head of School and Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol or legal highs
- illegal drugs or drug paraphernalia

- stolen items
- tobacco or smoking paraphernalia, including vaping items
- fireworks
- pornographic images
- any article that the member of staff 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).

Staff carrying out any search, should do so with reference to the guidelines contained in the document: Searching, screening and confiscation: advice for schools (2014)

Screening

Students may be required pupils to undergo screening by a hand-held metal detector wand even if not suspected of having a weapon and without the consent of the pupils.

Any member of staff may screen students.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way, which does not expose pupils or staff to risks to their health, and safety and this would include making reasonable rules as a condition of admittance.

If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Confiscation of pupils' property

The Education and Inspections Act 2006 gives staff the legal right to confiscate items belonging to pupils and to retain or dispose of it. At The Kassia Academy, staff will confiscate:

- any item deemed to pose a threat to the health and safety of the individual or to others
- cigarettes, alcohol, legal highs or drugs that are illegally brought into school
- mobile phones that are used during lesson times
- energy drinks
- vapes or vaping items

Under the terms of the Act, staff will not be liable in case of damage or loss of confiscated items if the seizure was lawful. Parents / carers will be informed of the confiscation if the item is retained at the end of the school day. In some circumstances, parents/carers may be asked to collect confiscated items from school.

Anti-bullying

Policy Statement

This policy has been written to ensure that The Kassia Academy has measures in place to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

It conforms to Section 89 of the Education and Inspections Act 2006, which provides that all schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment

Safeguarding children and young people (bullying)

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Even where safeguarding is not considered an issue, Kassia may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue, which has contributed to a child engaging in bullying. This may include a community support police officer.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in

mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If Kassia feel that an offence may have been committed, we will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Teachers at Kassia have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town. Where bullying outside school is reported to school staff, it should be investigated and acted on. Senior staff will consider whether it is appropriate to notify the police in this case. If the misbehavior could be criminal or poses a serious threat to a member of the public, the police will always be informed. In all cases of misbehaviour or bullying Kassia can only discipline the pupil on school premises or elsewhere when the student is under the lawful control of Kassia.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Manipulation of those who do not understand they are being bullied is common.

Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social

media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

The three elements of Bullying

1. Bullying is deliberate or intentional
2. It is usually repeated and over a period of time
3. There is an imbalance of power between perpetrator and target.

A single incident is not considered 'bullying' except when an incident involves clear prejudice or a significant risk of harm. An example of this would be a direct incident that targets a minority or results in harm to another. In this situation, we would not need to seek a continuous occurrence of events for the single incident to be classed as 'bullying' Staff and students can be both perpetrators and victims of bullying/ Bullying may occur over a sustained period of time or be occasional and infrequent.

Forms of Bullying

Bullying can take many forms including:

- Physical – kicking and shoving, injuring the target or damaging their belongings, intimidation
- Verbal – taunts and name-calling, insults, threats or humiliation, intimidation
- Emotional - behaviour intended to isolate, hurt or humiliate someone
- Indirect – sly and underhand, behind the target's back, rumour spreading
- Cyber – using any form of electronic means, mobile phones, social networks, gaming, chat rooms, forums or apps.

Bullying can be driven by prejudice or fear of difference.

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

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology – "cyberbullying"
- Any protected characteristic within the Equality Act 2010

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. We regularly

evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

Prevention

At Kassia, we work with the pupils to create a positive culture of respect. We are committed to providing a supportive, caring, safe and inclusive environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied or discriminated against.

For our Anti-Bullying Policy to be effective, it must raise awareness in pupils, staff and parents of what constitutes bullying. At Kassia, awareness of bullying is fully embedded within our curriculum and school life.

We take part in national strategies such as Anti-Bullying Week in November each year and include anti-bullying as a reoccurring theme on our SMSC calendar. We regularly address anti-bullying in form time, weekly assemblies and enrichment. All pupils have discrete lessons on e-safety built into their PSHE curriculum.

SMSC

We work to prevent pupils from bullying and developing extreme and radical views by embedding spiritual, moral, social and cultural principles throughout the curriculum. We strive to create a learning environment, which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

Spiritual development

This focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Moral development

Means exploring, understanding and recognising shared values and considering the issues of right and wrong.

Social development

Involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Cultural development

Enables learners to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Intervention

At The Kassia Academy, we apply disciplinary measures to pupils who bully in order to show

clearly that their behaviour is wrong. These will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

It is also important that we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves or openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice-based language is unacceptable.

Kassia is a telling school. All pupils are advised to tell a trusted adult in school or at home so that the matter can be dealt with. They can alternatively record their concerns on paper and post in the box labelled 'Pupil Voice' in the pastoral hub.

Preventing bullying

The whole school community will:

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Parents/Carers concerns

Parents/Carers having concerns relating to bullying. Kassia takes seriously bullying issues and will deal with any complaints as quickly as possible. If parents/carers are not satisfied they can request a copy of the complaint's procedure. Please note that parents/carers are expected to support the school in its efforts to prevent and address bullying and use the procedures that are in place

Further sources of information useful for staff and parent's

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org

- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for Head of Schools, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Legislative links

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

The Equality Act 2010 Specialist organisations

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying – sites

- Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Procedures for Dealing with incidents of bullying

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately.
- A clear account of the incident will be recorded in CPOMS
- The incident will be recorded on a record of bullying or racism form. This will include clear strategies put in place to reduce further risk. These will be sent to the Local Authority at the end of each academic year.
- Incidents of bullying are reported half termly to the senior leadership team and governors.
- Pupils involved will be interviewed by appropriate staff. This may be the learning mentor or someone with whom the child has a trusting relationship.
- Parents of all pupils involved will be informed.
- All staff will be informed and advised of strategies as set out on the bullying or racism form.
- Pupils who have bullied will incur an appropriate sanction. These could include; loss of breaks and /or privileges, reporting to Head of Centre at regular intervals, a specific seating plan in the classroom and the canteen, withdrawal from class, a TATS programme or a fixed term suspension.
- Restorative practice may take place between children involved in bullying as a positive intervention.
- We work with our community support police officers when bullying is particularly serious or persistent and where a criminal offence may have been committed.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Pupils who have bullied will be helped by:
 - Discussing what happened and establishing the concern and the need to change
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support
 - If online, requesting content be removed and reporting account/content to service provider
 - Sanctioning in line with school behaviour/discipline policy.
 - Speaking with police or local services if necessary

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff/Head of School
- Appropriate investigative measures will take place to gain a further

- understanding of the situation before determining appropriate next steps including disciplinary procedures where appropriate.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school
- ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance
- Adults (staff and parents) who have bullied will be helped by:
 - Discussing what happened with a senior member of staff and establishing the concern
 - Clarifying the school's official procedures for complaints or concerns
 - If online, requesting content be removed and reporting account/content to service provider
 - Instigating disciplinary, civil or legal action

A Graduated Response - Staff Roles and Responsibilities

- To deal with bullying behaviours in the first instance unless they are serious incidents.
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g., differentiation, seating arrangements, directed support, verbal reminders/prompts.
- To facilitate sanctions as a result of negative bullying behaviour e.g., supported relocation to work, loss of break time, after school detention.

Unit Staff

- To monitor all types of behaviour on a daily basis following the tracking system.
- To check that incidents of bullying are recorded in SIMS and have been dealt with.
- To support staff in arranging and facilitating loss of break times and detentions where necessary.
- To look for patterns of bullying behaviour in behaviour watch which may suggest additional support or interventions are needed for a particular subject or time of day.
- To prompt a behaviour plan and gather information to write a behaviour profile.
- To arrange short term solutions such supported alternative timetable arrangements.
- To liaise with parents and carers to keep them informed of bullying behaviour issues and strategies.

Senior Leadership Team

- To meet regularly with Heads of Centre to monitor behaviour in each department
- To offer advice and support to all staff on behaviour as needed including facilitating strategies
- To collate and analyse whole school data on bullying behaviour and make plans to improve it
- To oversee behaviour profiles and plans to ensure that they are working documents which are reviewed regularly
- To work closely with the Pastoral Team to implement the most appropriate interventions

- for individuals.

LGBTQ+

- EACH: (Educational Action Challenging Homophobia): provides a national free phone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBTQ+ equality in education.
- Stonewall: An LGBTQ+ equality organisation with considerable expertise in LGBTQ+ bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying, children, and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-Bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Who to go to with Bullying concerns?

All members of staff need to be extra vigilant especially during un-supervised time i.e., going from class to class (pupils are escorted) On the playground (staff are on duty) In the dining Hall (staff are on duty) If you suspect bullying is going on (the bully or the victim of being bullied) please do not ignore it as you have a duty of care. Pass on your concerns to the child's teacher or head of centre.

Appendix 1: Home School Agreement

It is agreed by all parties signed below that the above pupil will be admitted and will be placed on roll at The Kassia Academy and Support Services as per details on the induction letter.

The pupil will stay on their current school roll, and be dually registered at The Kassia Academy and Support Services unless otherwise agreed by all parties at time of commencement of provision.

The pupil will attend The Kassia Academy and Support Services according to the provision offered unless all signatories agree that there should be an alteration to the plan.

A review meeting will be held during the initial placement programme. At this meeting, progress towards individual targets will be considered including the student's IEP, PSP and PEP if applicable. A plan for the next phase of the placement will then be constructed in line with the student's needs and interests.

It is the intention that this pupil will return to their current main school for reintegration unless there is a variation to the plan or otherwise agreed by all parties at time of commencement of provision. If all parties agree that the above plan is not in the pupil's interests, new arrangements and target dates will be set at a review meeting attended by all signatories. If a pupil is given a fixed term exclusion, Pupil Referral Unit days will count in the exclusion days from their mainstream school.

Parents/Guardians will to:

- Ensure that their child comes to school regularly on time and in appropriate clothing
- Let school know about any concerns or problems that may affect their child's work or behaviour
- Support the school's policies and guidelines
- Attend meetings when appropriate

The Kassia Academy will:

- Offer a safe environment to learn in
- Treat pupils with respect
- Provide an Individual Education Plan for each pupil
- Offer advice and direction to both pupils and parents should they need it
- Keep parents informed of general matters and pupil progress

Pupils will:

- Attend school regularly
- Wear appropriate clothing
- Conduct themselves in an orderly manner in and out of school
- Follow instructions
- Not use abusive or foul language to anyone
- Be polite and helpful to others

Parent/guardian agreement:

Signed:

Name:

Pupil Agreement:

Signed:

Name:

By signing, this will be your acceptance of all items stated in this induction pack, which includes:

- Entry agreement Emergency Use of Inhaler Behaviour and Discipline Lost learning
- Positive Handling Physical Intervention Willful Damage
- School Visits/Outdoor Activities
- Consent to use of image/photo (if indicated) Assessments
- SEND Consent
- Exam Access Arrangements
- Consent Lateral Flow Devise
- Test Consent
- Pupil Internet Access
- Pupil Anti Bullying

Appendix 2: Specialist Behaviour for Learning – Pedagogy, Research and further reading

H - HIGH STANDARDS: Aspirations, Motivation and Modelling – Pedagogy When the Adults Change, Everything Changes – Paul Dix

Paul Dix is a lead behaviour specialist, author, education reformer and advisor. Helping teachers and Head of Schools across the world with transformational relational behaviour practice.

Author of 'When the Adults Change, Everything Changes', this pivotal book illustrates how, with their traditional sanction and exclusion-led methods, the 'punishment brigade' are losing the argument. It outlines how each school can build authentic practice on a stable platform, resulting in shifts in daily rules and routines, in how we deal with the angriest learners; in restorative practice and in how we appreciate positive behaviour

Paul Dix has worked with the most difficult behaviours in the most challenging urban schools and colleges for the last 25 years and has been involved in transforming behaviour, teaching and learning in schools and colleges in the UK and internationally.

Appendix 3: Aces

ACEs stands for “Adverse Childhood Experiences.” These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence. The more ACEs a child experiences, the more likely he or she is to suffer from things like heart disease and diabetes, poor academic achievement, and substance abuse later in life. Experiencing many ACEs, as well as things like racism and community violence, without supportive adults, can cause what is known as toxic stress. This excessive activation of the stress response system can lead to long-lasting wear- and-tear on the body and brain.

Adverse Childhood Experiences

Understanding ACEs


ACEs (**Adverse Childhood Experiences**) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.

↓ Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.

↓ Increases difficulty in making friends and maintaining relationships.

↓ Increases stress hormones which affect the body's ability to fight infection.

↓ May cause lasting health problems.



Increases problems with learning and memory.

I can't hear you!

I can't respond to you!

I am just trying to be safe!

Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

Exposure to childhood ACEs can increase the risk of:


- Adolescent pregnancy
- Alcohol and drug abuse
- Asthma
- Depression
- Heart disease
- Intimate partner violence
- Liver disease
- Sexually-transmitted disease
- Smoking
- Suicide

ACEs (Adverse Childhood Experiences) can include:


<ul style="list-style-type: none"> • Abuse: Emotional/physical/sexual • Bullying/violence of/by another child, sibling, or adult • Homelessness • Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss 	<ul style="list-style-type: none"> • Involvement in child welfare system • Medical trauma • Natural disasters and war • Neglect: Emotional/physical • Racism, sexism, or any other form of discrimination • Violence in community
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! SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.



WITH SUPPORT FROM



Parents and caregivers can help. Turn over to learn about resilience.

https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/ACES_and_social_injustice_DCP_SW.pdf

https://www.pacesconnection.com/fileSendAction/fcType/5/fcOid/514314756205641209/fodoId/514314756205641204/PACES-UnderstandingACEs_ENG.pdf

Appendix 4: P.A.C.E

At The Kassia Academy, we implement the P.A.C.E approach when building relationships with our learners and furthering our understanding of their emotional, behavioural and academic needs. The P.A.C.E approach encompasses four key elements of:

- Playfulness
- Acceptance
- Curiosity
- Empathy
-

Playfulness can be defined as use of humour and rapport building. We believe that getting to understand our learners and creating healthy attachments is the key to successfully managing behaviour.

It provides a context in which any conflicts or behavioural problems can find an easier resolution than typical sanctions or punitive measures and offers a balance whereby affective and reflective abilities are primed to respond in enjoyable or stressful situations. More importantly, it enables staff to understand the real reasons behind challenging behaviours and to understand how best to support

How we implement the P.A.C.E approach:

- Dedicating time to work one-to-one
- Working in small groups with high learning coach to learner ratio
- Dedicated key worker and pastoral support
- Open and honest group discussions
- An engaging and diverse curriculum
- Extra curricula activities and off-site excursions
- Engaging families and support networks with our approaches

RESILIENCE: Therapeutic approaches, coping strategies and Interventions, understanding emotional trauma and the effects on the brain.

Further information can be found below for the following trauma specialists: Dr Karen Treisman MBE, Authors Mary Meredith and Lisa Cherry and Dr Bruce Perry

- *Dr Karen Treisman:*
<http://www.safehandsthinkingminds.co.uk/about-us/>
Mary Meredith: <https://marymered.com/>
- *Lisa Cherry:*
<https://www.lisacherry.co.uk>
Dr Bruce Perry:
<https://www.bdperry.com/>

EMOTIONAL RESPONSE: Team Teach strategies in de-escalation and Restorative Approaches (in conjunction with the above research and pedagogy)

Team Teach

Delivered by Team Teach an accredited, award-winning provider of positive behaviour management training all our staff are trained in de-escalation strategies.

Team-teach trainers come into school and deliver training to all of our staff. Team-teach are experts in equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

All staff are required to take part in Team Teach training and de-escalation strategies are used as part of our daily approaches to working with our learners

Further information can be found at: <https://www.teamteach.co.uk/>

Restorative Approaches

Restorative Approaches are based on four key principles:

- Respect – for everyone by listening to other opinions and learning to value them
- Responsibility – taking responsibility for your own actions
- Repair –developing the skills to identify solutions that repair harm and ensure behaviours are not repeated
- Re-Integration – working through a structured and supportive process that aims to solve the problem and re-engage with their education

How we implement Restorative Approaches:

- Adopting the TCP and PACE approach.
- Small groups and circles work.
- Members of staff trained in conference facilitation.
- Creating a nurturing environment, our children feel comfortable in with a clear focus on reflection.
- Reparation activities to physically repair damage caused.
- Empowering our children to make positive decisions the directly affect themselves and those around them.
- Dedicated space and time for restorative practices

Restorative Approaches are an understanding that we work best when part of a community and that to do so we need an understanding of how a community works self-awareness of our responsibilities to that community and shared communications skills. It is a very valuable tool to a modern school as it not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able agree their own joint contract of how they are going to treat each other in the future, this gives them a personal stake in the success of the contract.

Conferencing works by trained neutral facilitators focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed.

Restorative approaches work best when implemented in a whole school approach:

- Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility
- Improve - behaviour, attendance, learning, teaching
- Increase - empathy, happiness, positive life skills
- Reduce - exclusions, detentions, conflict, bullying, need for sanctions
- Compliment - PHSE, Citizenship.

By using restorative conferencing, participants will:

- Develop - truth telling skills, responsibility, accountability
- Learn about - real impact of actions, consequences
- Be able to - make amends, show remorse, change behaviour, agree a way forward Benefit of using restorative approaches to the victim:
- Opportunity to participate in a process that they are central to
- Have their say
- Take back some control of their situation by choosing to participate
- Ask any questions and identify what support may be needed
- Witness genuine remorse

Reduces anxiety and possible post-traumatic stress disorder Benefits of using restorative approaches to the offender:

- Learn about the harm they caused
- Acknowledge that harm
- Explain what happened
- Opportunity to apologise
- Attempt to repair the harm caused
- Reduces re-offending