



Holderness Academy & Sixth Form College

Behaviour for Learning Policy

Effective Date: November 2023

Review Date: September 2024

Owner: Assistant Head – Culture & Climate

Date of minuted approval by the LGB: 20th November 2023

INTRODUCTION

At Holderness Academy we ensure all stakeholders know their role in ensuring the academy values are always upheld; our agreed values of being aspirational, resilient, respectful and kind underpin everything we do. We teach students the behaviours and attitudes that will ensure their success in the classroom and beyond. We celebrate students who excel at being a Holderness Learner and challenge behaviour that disrupts teaching and learning or the smooth running of the academy. A safe and calm environment is paramount to support student welfare and well-being; all members of the academy community have the right to feel safe, learn, achieve and be respected.

Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and teachers to teach, therefore it will not be tolerated.

This policy aims to offer clarity about the rights, responsibilities, systems and routines which will produce positive behaviour conducive to promoting student progress.

Related policies:

Anti-bullying policy

Teaching and Learning Policy

School Uniform Policy

Exclusions Policy

ROUTINES

All staff and students will be coached in the academy systems and routines and will be expected to always adhere to these. Robust and consistent routines promote positive behaviour.

ATTENDANCE

Students are successful when they attend on a regular basis. Every student has an attendance target of above 96%; anything less is unacceptable and will be detrimental to a student's long-term success.

Students are expected to be on site by 8:30am, failure to do so may result in warnings or a sanction.

EQUIPMENT

Students will be successful if they arrive to school with the necessary equipment needed for that day. Students are expected to bring the following to school:

- Student planner
- School bag
- Pencil case
- Pen
- Pencil
- Ruler
- Scientific calculator
- Reading book
- PE Kit (on appropriate days- see timetable)

REWARDS

Central to the philosophy and culture of Holderness Academy is the celebration of success. We believe it is important for all teachers to praise students, which includes contacting parents, as a matter of routine. Such spontaneous day-to-day praise is the foundation on which relationships can be made.

Behaviours that are to be rewarded are representative of our vision and values such as being ambitious, adventurous, aspirational, kind, caring, independent, reflective, hardworking, enthusiastic, confident, resilient, honest, proud, respectful and tolerant.

In Lessons

Every member of staff in the academy can log rewards online via Classcharts to be able to give immediate praise and reward to our students who display work, or behaviours, that the classroom teacher wants to see. See 'Attitude of a Holderness Learner' and refer to the description for engaging and excelling students.

Parent/Carer Rewards

Parents and carers can reward their child via the Classcharts app. These points are spendable and add to the overall total points their child has. Parents are encouraged to use this as a communication tool to inform the academy of their child's out of school achievements.

Out of Lessons

Members of staff can give rewards and immediate praise to our students who display behaviours that uphold our values and contribute to the respectful and kind culture of Holderness Academy whilst moving around the site. This can be done by communicating this with the student and at a later convenient time logging the behaviour on Classcharts.

Tutor Rewards

- A student who receives no written warnings for the previous week will receive 3 Form Tutor points
- Students will receive 5 points for a full week's attendance

Positive Discipline Reward Shop

Students can spend their points at the online shop located on either the student or parent Classcharts app.

Items available from the shop are informed by the student council.

Holderness Learner Awards and Postcards

Students are rewarded for exceptional behaviour and attitudes towards the academy values. Teachers will award students with Holderness Learner Aspirational, Respectful, Resilient and Kind awards via Classcharts. Postcards will be sent home when thresholds are met for Explorer - Scholar - Leader - Collaborator:

- Bronze
- Silver
- Gold

Students will also receive a badge to wear with pride on the lapel of their blazer.

ARRK Postcards

The certificate thresholds for ARRK points is:

- 250 –Bronze
- 500 –Silver & letter/postcard home
- 750 –Gold & PL/PM letter home
- 1000 –Platinum & SLT phone call home
- 1250 –Diamond Headteacher’s Award
- 1500 -Governor’s Award
- 2000 -Chair of Governor’s Award

Students who have gained the required number of rewards will receive a postcard sent home.

Twice a year a Progress Report will be sent home, this will include information regarding the total number of rewards for each learner.

Reward Assemblies

At the end of each term staff from each subject area will meet to discuss and nominate students for Personal Progress and Academic Excellence. Certificates will be awarded for nominees, runners up and the winner. Certificates will be awarded and celebrated in full year assemblies in the final week of term.

Students with 100% attendance will be rewarded with the following certificates:

- Bronze- 1 term of 100% attendance
- Silver- 2 terms of 100% attendance
- Gold- 3 terms of 100% attendance

Reward Celebrations

At the end of each term students with 100% attendance and 0-5 behaviour points are invited to a reward celebration. This reward is led by the Pastoral Teams and may look different each term and across each

year group. For example, near Christmas the reward may include a Christmas Party including food and music, whereas at Easter this may be an Easter celebration and an Easter egg.

In the Summer term students will be invited to attend an external visit, this could be to a theme park or the cinema.

ATTITUDE TO LEARNING

Attitude to learning is reported twice a year.

	LEARNING	BEHAVIOUR
1	<p>Holderness Learner - Excelling You enthusiastically engage in all lessons with confidence, consistently demonstrating a positive attitude. You are resilient, hardworking and adventurous, regularly attempting more difficult challenges. You actively reflect on previous work in an ambitious attempt to make outstanding progress. You aspire to achieve and articulate your opinions independently and collaboratively. You often lead or play a very active role in group work.</p>	<p>Holderness Learner - Excelling You display exemplary behaviour for learning, allowing yourself and others to learn. You are kind, respectful, tolerant and show a high level of care for the wellbeing of others. You are proud of your work and wear the Holderness Academy uniform with pride. You are honest, punctual and ready to learn with the expected equipment.</p>
2	<p>Holderness Learner - Engaging You enthusiastically engage in most lessons with confidence, demonstrating a positive attitude. You are generally resilient, hardworking and adventurous, regularly attempting more difficult challenges. You do reflect on previous work in an attempt to make good progress. You aspire to achieve and can articulate your opinions independently and collaboratively. You either lead or are a key participant in group work.</p>	<p>Holderness Learner - Engaging You display good behaviour for learning, allowing yourself and others to learn. You are kind, respectful, tolerant and show a good level of care for the wellbeing of others. You are proud of your work and wear the Holderness Academy uniform with pride. You are honest, punctual and ready to learn with the expected equipment.</p>
3	<p>Holderness Learner - Variable You have the potential to enthusiastically engage in most lessons, but you do not consistently demonstrate a positive attitude. You can be resilient, hardworking and adventurous, regularly attempting more difficult challenges but too often you are happy to coast and complete the minimum amount of work. You generally do reflect on previous work in an attempt to make good progress but on occasions you give up too easily. You have shown an aspiration to achieve, and you can articulate your opinions independently and collaboratively but this needs to happen every lesson. You do take part in group work but rarely lead. Your confidence would improve if you applied yourself fully in every lesson.</p>	<p>Holderness Learner - Variable You display some unwanted behaviours which are to the detriment of yours and others progress. You show some disregard for other people's views and opinions. You are occasionally distracted and not always kind, respectful, tolerant and show an inconsistent level of care for the wellbeing of others. You need to show more pride in your work and be proud to wear the Holderness Academy uniform. There may be issues with honesty, punctuality and being ready to learn with the expected equipment.</p>

4	<p>Holderness Learner - Disengaging</p> <p>You do not enthusiastically engage in many lessons demonstrating a negative attitude to learning. You are rarely resilient, hard working or adventurous. You are not focused on your learning and rarely completing work to an acceptable standard. You do occasionally reflect on previous work in an attempt to make good progress but give up too easily. You have shown an aspiration to achieve sporadically, and you can articulate your opinions independently and collaboratively, but this happens very rarely. You do not lead or take part in group work in an effective way. Your confidence would improve if you applied yourself fully in every lesson.</p>	<p>Holderness Learner - Disengaging</p> <p>You display unwanted behaviours which affect the teaching and learning of too many lessons. Support and intervention is frequently required. You are easily distracted and not always kind, caring, respectful or tolerant of others. You show disregard for other people's views and opinions. You need to show more pride in your work and be proud to wear the Holderness Academy uniform. It is likely there are issues with honesty, punctuality and being ready to learn with the expected equipment.</p>
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HOLDERNESS LEARNER EXPECTATIONS

Classroom Expectations;

Aspiration- We aim high, completing all work to the best of our ability and support others to achieve the same.

Resilience- We arrive on time to all lessons with the correct uniform, equipment and ready for learning. We never give up and love a challenge.

Respectful- We respect ourselves, all members of our Academy and wider community, following all instructions without question or answering back.

Kind- We value good manners. We are friendly, generous and considerate.

Community Expectations;

Aspiration- We are dedicated to our own personal development, attending extra-curricular activities with pride.

Resilience- We display grit and determination over time in order to fulfil our potential.

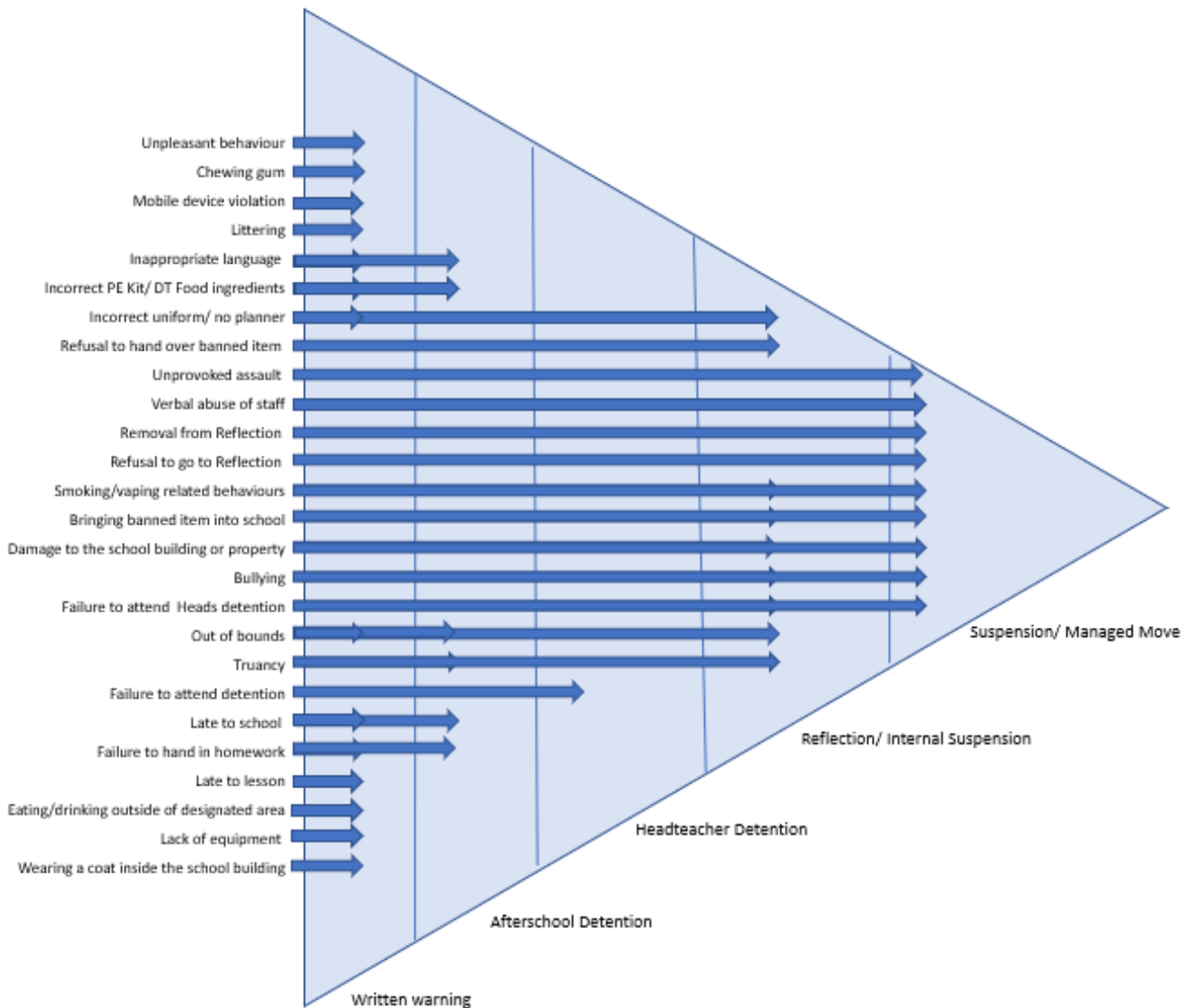
Respect- We respect ourselves, others and the Academy environment. We walk on the left-hand side of the corridor in a calm and orderly manner. We are tolerant of others' space, feelings and beliefs.

Kind- We value our local and Academy community. We are confident and enthusiastic when communicating with one another.

CONSEQUENCES

Where a student's behaviour stops teachers from teaching and learners from learning, students will receive warnings to support them in moving towards positive behaviour. Continued poor behaviour will lead to sanctions in accordance with policy. Policies and sanctions are advertised in all classrooms and discussed with students routinely.

Positive Discipline Tariff



Repeat offences

- At the start of each week
- Uniform and planner warnings reset each week
- All other behaviours reset after each half-term
- Behaviours such as damage to school property can receive the most severe sanction if deemed necessary, even if it is the first offence

Banned items

- Fizzy drinks
- Energy drinks- still or fizzy
- Items which can be used as a dangerous weapon.
- Smoking, vaping or drug related paraphernalia.
- Banned items also include hats, hoodies, facial piercings, rings, additional ear piercings (one stud in each ear), bracelets and necklaces. Students will receive a written warning and the item will be confiscated. Refusal to remove and hand over items will result in a period of time in reflection.

MOBILE PHONES AND SMART WATCHES

Mobile phones and smart watches should be turned off and placed in the student's bag.

- 1st offence- device is confiscated and a warning is written in the student planner and logged on Classcharts. The device is handed in to Student Reception. The student will receive their device at the end of the school day.
- 2nd offence- device is confiscated and a warning is written in the student planner and logged on Classcharts. The device is handed in to Student Reception. The Pastoral Manager will contact the **parent/carer to collect the same evening.**
- 3rd offence- device is confiscated and a warning is written in the student planner and logged on Classcharts. The device is handed in to Student Reception. The Pastoral Manager will contact the **parent/carer to collect on Friday evening.**

*Students who use a device to take photos or video footage of another student or member of staff will be dealt with appropriately; this may be referred to the police.

CLASSROOM BEHAVIOUR STAGES

The following behaviours will warrant a written warning but do not contribute towards the removal of students from lessons. However, these warnings do contribute to the accumulation of warnings in the week;

- Homework
- Equipment
- Uniform
- Late

*Scenario- a student turns up late and without homework. That student would receive two written warnings in their planner which would then be logged on Classcharts. After this has happened the student would receive their planner back. If the student then displays poor behaviour e.g. distracting other students, the teacher would issue a verbal warning (remove their planner and place this on the teacher's desk to indicate that this behaviour is not acceptable).

*Scenario- If a student turns up late to lesson and upon writing this warning in the planner you discover this to be their 7 written warning the student would be on-called to Reflection.

Only unwanted disruptive behaviours will contribute towards the below process.

0	Warn	Planner placed on the teacher's desk. Explain to the student why you have removed the planner and give guidance on how the student is expected to behave.
1	Move	Written warning in planner and logged on Classcharts. Move the student within the classroom.
2	Remove	Written in planner and logged on Classcharts as '2 behaviour warnings in one lesson (Faculty Remove)'. Student collected and taken to the appropriate FR classroom Student receives an after-school detention
2+	Remove plus	The student initially refuses to go to the FR. On-call member of staff begins to take the student to Reflection, at this point the student changes their behaviour, and the on-call member of staff encourages them to make the right decision. The student is placed directly into the Head's Detention (which is longer than the initial detention).
3	Refusal to go to FR	The student receives one day of Reflection and an after-school detention. Reflection is logged by Reflection Manager.
3	Reflection Direct	A student may be placed in Reflection as a result of; -Persistent refusal to go to FR -Receiving their third warning in FR -Swearing directly at member of staff -Act of vandalism -Violent behaviour *This list is not exhaustive, and staff may decide this to be an appropriate sanction for a range of behaviours

**Please note at no point in the policy should a student be sent outside the classroom unless a student has a timeout pass that specifies otherwise.*

ACCUMULATION OF WARNINGS IN PLANNER

5 Warnings in a week	Afterschool Detention	Classcharts Intelligence events recognises the accumulation of warnings and awards an afterschool detention
7 Warnings in a week	Reflection	Classcharts Intelligence events recognises the accumulation of warnings, and the student is placed in Reflection for one day

DETENTIONS

All detentions are communicated with students and parents/carers via the Classcharts app.

Afterschool detentions begin straight after school on a Tuesday and Wednesday and last until 3:45pm. Failure to attend this detention means that the sanction will be upscaled to a Headteacher Detention.

Parents/carers must notify the PD Manager (reflection@holderness.academy) 24 hours before the detention is due to start, if their child cannot attend a detention. Failure to do so will mean the detention is upscaled.

A reduced late bus service is available for students, departing the academy at 4:15pm.

It is the responsibility of parents and carers to ensure the safe transportation of their home after a detention.

HEADTEACHER DETENTIONS

This detention is held on a Monday and lasts until 4:15pm.

Failure to attend the Headteachers detention will result in students going into Reflection for a day. Please note that the detention does not go away, and this sanction will still be outstanding.

If a student repeatedly misses their Headteacher Detention, they will be suspended from the academy.

REFLECTION

Students in Reflection are expected to work in silence, complete all their work and follow instructions. Students follow their timetabled lessons remotely. Continued disruption in Reflection will lead to a suspension.

INTERNAL SUSPENSION

Students may receive an internal suspension as an alternative to suspension as a reasonable adjustment depending on the circumstance around the situation and the individual. This will be a prolonged period in Reflection, for example, three days. Parents will receive notification via telephone and be invited into meet face to face before the student returns to lessons.

MANAGED MOVE

A managed move is a strategy that provides a student with a period of time in another nearby secondary school as an alternative to a fixed term suspension. This intervention can help give the student time to reflect whilst understanding that their current behaviour does not uphold the academy values. There are 3 different types of managed moves, each are appropriate at different times and in different circumstances. Students returning from a managed move may be asked to complete a day in Reflection. Parents may also be required to attend a reintegration meeting to best support improvements in their child's behaviour.

The academy follows the guidance provided by the local authority for all managed moves.

FIXED TERM SUSPENSION

The decision to suspend a student will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a student (Deputy Head in the absence of the Headteacher). The decision to suspend is made after consideration of the facts and the seriousness of the incident.

Examples of incidents where fixed term suspension is used include:

- Insolence towards staff
- Disruption of lessons
- Dangerous behaviour
- Open defiance of the authority of the school
- Aggression or violence towards others.

However, these are only examples and the Headteacher will judge whether to suspend based on each individual case and the facts available. The Headteacher will base judgements on the "balance of probability".

Students who return from a suspension will return to complete a day in Reflection before returning to lessons.

Students are expected to complete work during their suspension.

Parents are invited to a reintegration meeting on the day of their child's return to the academy.

Any student receiving more than 15 days of suspensions in a term must attend a Governor's meeting with their parents or carers.

PERMANENT EXCLUSION

The decision to permanently exclude a student will be taken by the Headteacher in the following circumstances: -

- (a) in response to a 'one off' serious breach or persistent breaches of the Academy's Behaviour Policy
- (b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Examples for a 'one off' incident includes, but is not limited to:

- Serious actual or threatened **violence** against another student or member of staff
- **Sexual abuse** or assault.
- **Weapons** – Any student found in possession of any weapon (e.g. knife/imitation gun) whilst on the site or on school transport will almost certainly be permanently excluded. Such incidents will be reported to the police. If a knife/weapon is accidentally brought on to the site, it must be taken to a member of staff immediately.
- **Illegal Substances** – These are strictly banned and students supplying, using, possessing or being under the influence of illegal substances on the site, on school transport or during Academy organised off-site activity will almost certainly be permanently excluded.
- **Serious Assaults/Threats** against another student or member of staff will almost certainly result in permanent exclusion. Such an act will almost certainly be reported to the police.
- **Deliberate triggering of the Academy Fire Alarm** will almost certainly result in permanent exclusion. Such a malicious act will be reported to the police.

NB: The above list is not exhaustive and the Headteacher may consider that other infringements should result in the permanent exclusion of a student. The Headteacher will make judgements based on the “balance of probability”.

BANNED ACTIVITIES/ SUBSTANCES:

- **Alcohol and ‘Legal Highs’**
Any student who is found to be in possession of, using, supplying/selling or under the influence of alcohol or any ‘legal high’ substance whilst on or near the site, school transport or any Academy organised off-site activity, will be excluded for a fixed term and could be permanently excluded depending on the circumstances.

Legal highs include all substances which through their ingestion may cause sensations/behaviour for the user that are detrimental to good order and discipline, or which give rise to health and safety concerns for the user or others. Given the changing nature of classification of such substances, government websites should be used to clarify up-to-date names and details of such substances.

- **Tobacco/Smoking/e-cigarettes**
Any student found to be smoking, in possession of, supplying/selling tobacco/cigarettes/e-cigarettes and/or smoking related items (e.g. lighter) whilst on or near the site, school transport or any Academy organised off-site activity will receive a sanction depending on the circumstances. This will range from the use of detention, reflection or suspension (which could be permanent for repeated open defiance of the Academy rules) depending on the circumstances.
- **Aerosols** of all types are not permitted in school because of their potentially dangerous nature and impact on asthma sufferers and other health implications.

ALTERNATIVE PROVISION

If a student fails their alternative provision placement, they will be Permanently Excluded from Holderness Academy.

POSITIVE HANDLING

Holderness Academy follows guidance from the Department for Education set out in the document '[Use of Reasonable Force](#)'

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

Following an incident that has involved a member of staff using positive handling strategies, a Positive Handling Log is to be completed and attached to CPOMS

SEARCHING STUDENTS

Holderness Academy follows guidance from the Department for Education set out in the document '[Searching, Screening and Confiscation- Advice for Schools July 2022](#)'.

The list of prohibited items set out by this document is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

Any article that the member of staff reasonably suspects has been or is likely to be used:

- to commit an offence
- to cause personal injury to, or damage to property of any person (including the pupil)
- tobacco and cigarette papers
- fireworks
- pornographic images

At no point will a strip search or a patting down take place.

A metal detector may be used to support the search.

Before the search:

-The member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give the student the opportunity to ask any questions.

Conducting the search:

-Two members of staff should be present, with at least one member of staff of the same sex.

-The search should be conducted with the integrity of the student in mind, taking place in an appropriate space.

After the search:

Details of the search should be logged on CPOMS, including:

- Name of student
- Reasons for search
- Items found/not found
- Next steps

OUTSIDE THE ACADEMY

Students may be sanctioned for poor behaviour when in school uniform but not on the academy grounds, this includes travelling to and from school by any means.

BEHAVIOUR CONTRACT STAGES

A student will be placed on a behaviour contract at the discretion of academy staff at a time they feel is appropriate to help amend a student's behaviour and attitude.

Stage 1 Tutor Contract:

- Tutor calls home
- 10-day Stage 1 contract

Stage 2 Pastoral Manager Contract:

- Pastoral Manager/Tutor to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations.
- Create a one-page profile and attach to Arbor linked docs
- Pastoral Manager notifies Progress Leader
- Discussion about internal support using CARE model e.g. Time out pass/ELSA support
- 10 day Stage 2 contract

*Students will receive sanctions for failing their daily contracts.

Stage 3 Progress Leader Contract:

- Tutor, Pastoral Manager and Progress Leader to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Pastoral Manager to notify the Assistant Headteacher
- Discussion about internal and/or external support using the Holderness Academy Well-being STEPS program e.g. ELSA/Step/PET/MIND
- 10 day Stage 3 contract

*Students will receive sanctions for failing their daily contracts.

Stage 4 Assistant Headteacher Contract:

- Pastoral Manager, Progress Leader and Assistant Headteacher to meet face-to-face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Assistant Headteacher to notify Deputy Head and Head Teacher
- Discussion about internal/external support using CARE model e.g. Inclusion Unit, PET, CAMHS
- 10 day Stage 4 contract

*Students will receive sanctions for failing their daily contracts.

Stage 5 Deputy Head Contract:

- Assistant Headteacher and Deputy Headteacher to meet face to face with parent/s or carer/s
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Parents/carers sign a contract at the meeting to say they understand and support the Academy's expectations
- Deputy Head notifies the Headteacher
- 10-day Stage 5 contract

*Students will receive sanctions for failing their daily contracts.

Each stage will be reviewed after 10 school days. Please note that a review may be conducted within the 10-day period should behaviour not improve or, indeed, deteriorate.

If a student shows some improvements but not enough to warrant being removed from that contract stage, a student may repeat that stage again.

If a stage is completed successfully then a student will be moved back to the previous stage or in some cases may be removed altogether, this is at the discretion of the pastoral team.

FACULTY CONTRACTS

A student may be placed on a faculty contract if there are behaviour and attitude issues in an isolated subject area.

Stage 1 Faculty Contract:

- Teacher calls home
- Teacher notifies Head of Faculty
- Head of Faculty emails and informs Progress Leader/Pastoral Manager
- 6 lesson Stage 1 contract

Stage 2 Head of Faculty Contract:

- Classroom Teacher and Head of Faculty to meet face-to-face with parent/s or carer/s
- Head of Faculty notifies Pastoral Manager and Progress Leader
- Pastoral Manager notifies Progress Leader & Assistant Headteacher
- Discussion about internal support e.g. Time out pass/ELSA support
- 6 lesson Stage 2 contract

Should a student fail the stage two faculty contract then the student will be placed on a Stage 3 Progress Leader contract.

ANTI-BULLYING

TCAT Anti-Bullying Policy

The academy should be a place where students feel happy, safe, confident and respected. Every student has the right to learn without being teased, harassed or bullied. We expect all our learners to demonstrate the academy **KIND** and **RESPECTFUL** values.

Bullying is not the occasional falling out or isolated name calling which is unpleasant behaviour.

Bullying is not a peer dispute in which both parties contribute to unpleasant behaviours.

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Holderness Academy takes all cases of bullying seriously.

Bullying is acted out through the following mediums:

- Verbally • Physically • Emotionally • Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Relational Bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone usually through verbal and emotional bullying

ANTI-BULLYING STEPS

The following is the normal hierarchy of sanctions in our staged response to bullying. A serious case of bullying, however, might result in immediate suspension and ultimately permanent exclusion.

Classcharts- Unpleasant behaviour

- One off incident- In the first instance the behaviour is classified as unpleasant behaviour, this is logged on Classcharts.

Actions;

-The Pastoral Manager will consult with the Progress Leader to decide on the appropriate sanction

CPOMS- Bullying Stage 1

- Repeated unpleasant behaviour- A trend is picked up by the pastoral team through the Classcharts intel events and the behaviour might be identified as bullying.

Actions;

-Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc

-Both sets of parents are informed

-Bullying contract created

-The Pastoral Team will consult with the DSL and Assistant Headteacher for Culture and Climate, which may result in a period of time in Reflection

-Support given to both the victim and the perpetrator

CPOMS Bullying Stage 2

- The Stage 1 contract is broken due further unpleasant behaviours aimed towards the same student.

Actions;

-Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc

-Face to face meeting with parents

-Bullying contract reviewed and updated

-Support given to both the victim and the perpetrator

-The Pastoral Team will consult with the Assistant Headteacher for Culture and Climate to decide on the appropriate sanction which may include an FTE

CPOMS Bullying Stage 3

- The stage 2 contract is broken due further unpleasant behaviours aimed towards the same student.

Actions;

-Pastoral Manager to log on CPOMS and alert the PL, DSL and Assistant Headteacher for Culture and Climate, also choosing the appropriate category e.g. online, homophobic etc

-Face to face meeting with parents

-Bullying contract reviewed and updated

-Support given to both the victim and the perpetrator

-The Pastoral Team will consult with the Assistant Headteacher for Culture and Climate to decide on the appropriate sanction which may include an FTE