



## Holderness Academy & Sixth Form College

### Behaviour for Learning Policy

**Effective Date:** October 2021

**Date of minuted approval by the Board of Governors:** 18 October 2021

**Review Committee:** Local Board

**Review Date:** September 2023

**Owner:** Assistant Headteacher - Culture & Climate

**Version:** 3(i)

#### 1. Introduction

The quality of learning, teaching and behaviour are inseparable and the responsibility of all staff, students and Parents/Carers. Good behaviour is about relationships within a classroom and the School.

Good relationships underpin good behaviour.

The fundamental principle underpinning our behaviour for learning policy is unconditional respect. The policy aims to encourage adherence to an agreed set of principles and offer clarity about Rights, Responsibilities and Routines which will produce good behaviour conducive to good learning. 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 cannot be tolerated.

This policy has been produced within the ethos of the Governors' statement of general principles (Appendix 1) and it relates to behaviour within the Academy, when students are engaged in school activities outside of the Academy, within the immediate vicinity of the Academy and on the journey to and from the Academy.

Changes to this policy and procedures linked to it are evaluated and reviewed in terms of workload impact.

#### 2. Rights

All members of the Academy community have the right to:

- Feel safe
- Learn
- Achieve
- Be respected

#### 3. Responsibilities

- Treat everyone and everything with respect
- Support others in their learning
- Celebrate achievements

## 4. Routines

All staff and students will be coached in the Academy routines and be expected to adhere to these at all times. Good routines promote good behaviour and thereby good learning.

The basic code of conduct is: *attend on time; work hard; ensure behaviour supports the learning of all; dress correctly and treat everything and everyone with respect*. This code is simple, expressed in simple terms and framed positively to encourage students to develop responsibility for their behaviour in a variety of situations.

Staff working with students will achieve good relationships by:

- Working as a team to the same standard
- Acting as good role models
- Developing students' responsibility
- Recognising students' individual needs
- Providing an enjoyable and challenging learning experience.

## 5. Managing Behaviour

Praise is a more effective tool in modifying poor behaviour than sanctions. As such managing behaviour should focus more on reinforcing good behaviour through rewards and recognition rather than just sanctioning and recording poor behaviour. As a result of this the Academy will introduce a new Positive Discipline (PD) Behaviour System from September 2018. Please refer to Appendix 2 for full details of the Positive Discipline Policy.

### 5.1 Consequences

Where a student's behaviour stops teachers from teaching and learners from learning, students will receive a series of warnings to support them in moving towards positive behaviour. Further poor behaviour will lead to sanctions; alongside the opportunity to repair and rebuild the relationship at a later stage.

### 5.2 Sanctions

Sanctions related to the PD behaviour system are advertised in all classrooms and discussed with students annually.

### 5.3 Range of Sanctions

A full range of sanctions will be applied in accordance with the nature of the problem behaviour/incident in line with the PD Policy.

### 5.4 Exclusion

The decision to exclude a student will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a student (Associate Head in the absence of the Headteacher). The decision to exclude is made after consideration of the facts and the seriousness of the incident. Examples of incidents where fixed term exclusion is used include:

- Insolence towards staff
- Disruption of lessons
- Reckless 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 exclude on the basis of the nature of each individual case and the facts available. The Headteacher will base judgements on the “balance of probability”.

## 5.5 Permanent Exclusion

The decision to 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

Sanction for serious ‘one off’ incidents. Examples include, but are not limited to:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault.

These are only examples and the Head will judge whether to permanently exclude on the basis of each individual case and the facts available. The Headteacher will make judgements on the basis of the “balance of probability”. The Academy will be fully mindful of the DCSF guidance in relation to the prevention/avoidance of permanent exclusion.

**It is vital that students can study in a disciplined and safe environment.**

Therefore, the following infringements will almost certainly lead to permanent exclusion:

- **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.

### Other 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.
- **NB:** ‘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 exclusion (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.

## 6. Related policies:

Anti-bullying policy

Teaching and Learning Policy

School Uniform Policy

## 7. Behaviour for Learning Procedures (Guidance for staff)

We recognise the following as contributing factors to effective classroom management:

- Arrive before the class and start promptly.
- Orderly entry and greet students positively (use staff guidance).
- Engage students immediately, thinking through provision for latecomers.
- Make behaviour for learning part of your planning.
- Know students by name and attainment data.
- Model expected standards of courtesy.
- Make lessons inclusive.
- Try to accommodate different learning styles.
- Have a seating plan and take a register.
- Emphasise the positive for good behaviour as well as work.
- Make sparing, fair and consistent use of punishments via the PD system.
- Use rule reminders – ‘remember’ we agreed to listen carefully!
- Use the language of choice.
- Avoid sarcasm, humiliation and whole group punishments.
- Keep to timings and have an orderly exit.
- Observe and be observed to develop best practice.

## 8 Managing poor behaviour

Our expectation is that staff will manage poor behaviour by giving fair, consistent messages in a non-confrontational way. Sanctions should create the circumstances for student reflection – stop the unwanted behaviour long enough to reinforce the desired behaviour. Formal sanctions should be used from the hierarchy of responses as detailed in the Positive Discipline Policy – from the least to most intrusive. Sanctions should be given in a calm and controlled manner. On call is a legitimate strategy and it is not a sign of failure. It is clearly the most serious of classroom based strategies and should be used with discretion to retain impact. We recognise the importance of the social and emotional aspects of learning and the need on occasions for teacher initiated timeout.

## 9 Attitude to Learning

In September a new set of criteria for the student’s Attitude to Learning will be launched. This will be reported twice a year on student’s reports.

## 9.1 A2L: 3-0 defined

	LEARNING	BEHAVIOUR
3	<p><b>Holderness Learner - Excelling</b>            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><b>Holderness Learner - Excelling</b>            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><b>Holderness Learner - Engaging</b>            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><b>Holderness Learner - Engaging</b>            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>
1	<p><b>Holderness Learner - Variable</b>            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><b>Holderness Learner - Variable</b>            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>
0	<p><b>Holderness Learner - Disengaging</b>            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><b>Holderness Learner - Disengaging</b>            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>

## **GOVERNORS' WRITTEN STATEMENT OF GENERAL PRINCIPLES FOR AN OVERALL BEHAVIOUR AND DISCIPLINE POLICY**

1. The Academy aims to provide for all students a caring, disciplined and stimulating environment in which learning challenges all individuals.
2. The Academy's Policy on Behaviour and Discipline is designed to ensure that the Academy is a well organised and hardworking community and that each individual is able to develop fully and acquire high standards of self-discipline and a proper respect for authority. Discipline should be firm but fair.
3. The positive and constructive rules of conduct agreed with students and staff are that:
  - All members of the community should seek to develop their own learning and that of others
  - All members of the school community should ensure their own safety and that of others
  - All members of the community should show respect for their own and others' property
  - All members of the community have a responsibility to see that the Code of Conduct is followed.
4. Good discipline is best achieved by praise and encouragement, mutual respect between staff and students, appropriate learning situations and high expectations - the Academy will have a system of rewards devised to motivate and reward the differing age groups.

However, unsuitable behaviour will be dealt with in the first instance by the form tutor and subject teacher. Punishments given in school will range from a firm reminder to extra work, detention at lunchtime or after school.

More serious behaviour will be dealt with by senior staff – they may put a student on report, withdraw them from lessons, or the Headteacher may, in serious cases, exclude them from the Academy - for a fixed term or permanently.

## Behaviour Policy

### Introduction

The quality of learning, teaching and behaviour are inseparable and the responsibility of all staff, students and Parents/Carers.

Good behaviour is about relationships within a classroom and the School. Good relationships underpin good behaviour. The fundamental principle underpinning our Behaviour for Learning Policy is unconditional respect. The policy aims to encourage adherence to an agreed set of values and offer clarity about Rights, Responsibilities and Routines which will produce outstanding behaviour conducive to outstanding learning. 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 cannot be tolerated.

All members of the Academy community have the right to feel safe, learn, achieve and be respected.

Outstanding routines promote outstanding behaviour and thereby outstanding progress can be made by students.

Where a student's behaviour stops teachers from teaching and learners from learning, students will receive a series of warnings to support them in changing their behaviour. Further poor behaviour will lead to sanctions.

The appropriate sanctions will be applied in accordance with the nature of the behaviour/incident in line with the PD Policy and diagram below.

The decision to exclude a student will be taken in accordance with DCSF regulations and guidance. Only the Headteacher may decide to exclude a student (Associate Head in the absence of the Headteacher). The decision to exclude is made after consideration of the facts and the seriousness of the incident. Examples of incidents are highlighted in the diagram on page 5. The Headteacher will judge whether to exclude on the basis of the nature of each individual case and the facts available. The Headteacher will base judgements on the "balance of probability".

Please find the policy in full at:

# 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.

## STAMPS

### In Lessons

Every member of staff in the academy can log rewards online via Classcharts in order 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.

### 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 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 Stamps

- A student who receives no written warnings for the previous week will receive 3 Form Tutor Stamps. This is done manually in form time by the tutor.
- Students will receive 5 stamps for a full week's attendance. This is done automatically as part of the PD lesson.

## POSITIVE DISCIPLINE SHOP

Students can spend their stamps at the Positive Discipline Shop located online on the student Classcharts app.

## 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 stamps 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.

## **POSITIVE DISCIPLINE LESSONS**

During each Positive Discipline lesson Tutors will select two students who have made good progress with their behaviour and attitudes and send them to the appropriate member of SLT. Students will be given the opportunity to celebrate the positive actions they have taken with the members of SLT and will receive an additional three stamps in recognition of their efforts.

# 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

### **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.

### **ASPIRATION**

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

### **RESILIENCE**

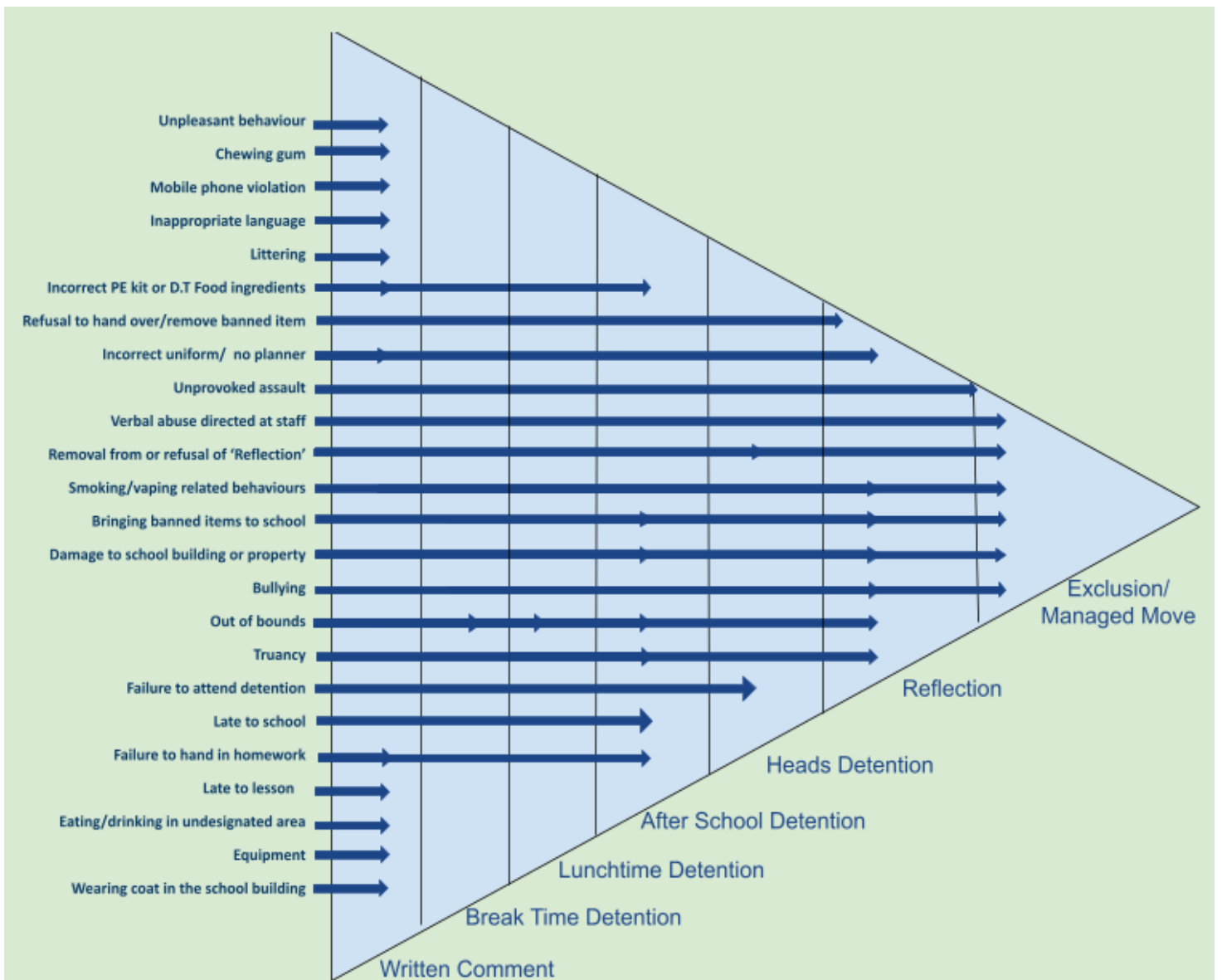
We display grit and determination over time in order to fulfil our potential.

### **KIND**

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



## Positive Discipline Tariff



### Repeat offences

- Uniform 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 by a Senior Leader, even if it is the first offence

## Banned items

- 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. Written warning and confiscation. Refusal to remove and hand over items will result in a period of time in reflection.

## Mobile Phones and Smart Watches

- 1st offence- device is confiscated and a warning is written in the student planner. The device is handed to the nearest PM. The written warning is inputted on Classcharts by the PM. 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. The device is handed to the nearest PM. The written warning is inputted on Classcharts by the PM. PM will contact the **parent/carer to collect the same evening.**
- 3rd offence- device is confiscated and a warning is written in the student planner. The device is handed to the nearest PM. The written warning is inputted on Classcharts by the PM. PM 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; which 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. It will 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.***

<b>0</b>	<b>Warn</b>	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.
<b>1</b>	<b>Move</b>	Written warning in planner and logged on Classcharts. Move the student within the classroom.
<b>2</b>	<b>Remove</b>	Written in planner and logged on Classcharts as '2 behaviour warnings in one lesson (Faculty Remove)'. Student sent to FR classroom Student receives an after-school detention
<b>2+</b>	<b>Remove plus</b>	The student initially refuses to go to the FR and therefore the member of staff places the student on-call. On-call member of staff arrives 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 to go to FR. The student is placed directly into the Head's Detention (which is 15 minutes longer than Detention).
<b>3</b>	<b>Refusal to go to FR</b>	The student is placed on-call. The student receives one day of Reflection and an after-school detention. Warning and Reflection is logged by Reflection Manager.
<b>3</b>	<b>Reflection</b>	A student may be placed in Reflection as a result of; -Persistent refusal to go to FR -Receiving their third comment in FR -Swearing directly at member of staff -Act of vandalism -Violent behaviour

*\*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**

<b>5 Comments</b>	<b>Afterschool Detention</b>	Classcharts Intelligence events recognises this and awards the detention
<b>7 Comments</b>	<b>Reflection</b>	Reflection Manager will input into Classcharts

# Behaviour STEPS Programme

A student will be placed on the STEPS program 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
- Pastoral Manager writes 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 & Assistant Headteacher for Culture and Climate
- 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 for Culture and Climate & Associate 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 for Culture and Climate Contract:

- Pastoral Manager, Progress Leader and Assistant Headteacher for Culture and Climate 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 for Culture and Climate to notify Associate 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 Associate Head Contract:**

- Progress Leader, Assistant Headteacher for Culture and Climate and Associate 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
- Associate 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 particular 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/writes home 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 for Culture and Climate
- Discussion about internal support using CARE model 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.**

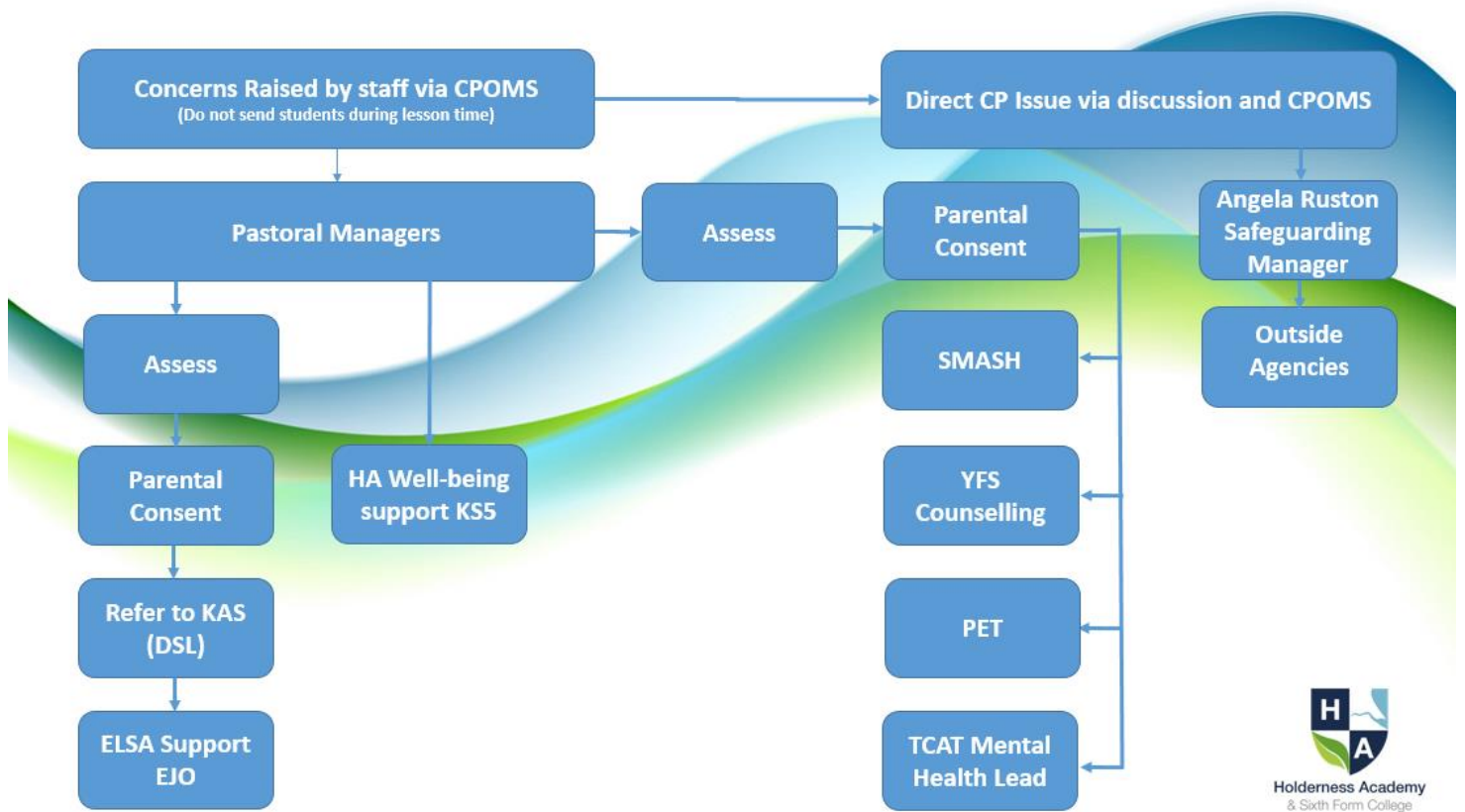


# Well-being STEPS Program

The Well-being STEPS Program is designed to ensure students are supported in a variety of circumstances whilst at Holderness Academy.

It is everybody's responsibility to safeguard one another.

The school Designated Safeguarding Lead (DSL) is Thomas Briggs and Angela Ruston is the Safeguarding Manager.



# Anti-Bullying STEPS

## 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

## **Bullying STEPS Program**

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