



# Behaviour and Discipline Policy (including Student Code of Conduct and Anti Bullying Policy)

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### **Behaviour and Culture in Community Academies Trust Schools**

The Community Academies Trust (CAT) approach to behaviour and culture is founded on the principle of high expectations and high regard, applied in equal measure.

Our schools are proud to set high standards for behaviour, with the expectation that:

- interactions are respectful at all times and in all places;
- bullying, discrimination, harassment and violence are never tolerated;
- high-quality teaching and learning are the norm, given their fundamental link to positive behaviour.

We believe that school culture is the foundation of successful pupil behaviour. We define school culture as:

**The shared values, relationships and behaviours of pupils, staff and families.  
It is the way the school feels, because of the way everyone behaves.**

We believe that every child should feel safe and valued, confident that they belong within their school community.

### **Our non-negotiable shared values**

- Every pupil has the right to learn;
- Every teacher has the right to teach without disruption;
- All members of our school and trust community are expected to take responsibility for their actions;
- When behaviour falls short of expectations, we seek to understand the child and support them to make better choices.

### **What our relationships look like**

Strong and trusting relationships between pupils, staff and families create the consistency and positivity needed for children to thrive. In all CAT schools we:

- have high expectations of and high regard for every member of our community;
- respect each other by noticing, understanding and valuing our similarities and differences;
- ensure every child is recognised, respected and treated with dignity and care;
- follow trauma-informed, inclusive approaches, recognising individual needs;
- commit to ensuring excellence in our behaviours and attitudes.

### **What to expect from a CAT school**

In all our schools we:

- promote and celebrate good behaviour through recognition and rewards;
- use restorative approaches, including restorative conversations, wherever appropriate;
- work collaboratively to repair relationships, rebuild trust and move forward positively;
- prioritise inclusion by recognising that behaviour is often influenced by educational needs, disabilities, vulnerabilities and physical or mental health. Wherever possible, we adapt our approaches to meet individual needs, ensuring all pupils are in the best position to succeed.

Through high expectations and high regard for one another, we build strong relationships and a shared sense of responsibility, creating the conditions for every child to flourish.



## 1. Introduction

To be successful, a school must promote good behaviour among its students and create an orderly, calm, supportive and safe environment so that students can learn, thrive and reach their full potential. Being taught how to behave well and appropriately is vital for all students to succeed personally. This policy is key in supporting a culture where students and staff are able to flourish. All staff must collectively embody this school culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly. The policy outlines the rules and guidance which we expect everyone to follow. It summarises the rewards, behaviour management processes and sanctions which we use. The policy should be read in conjunction with our 'Ensuring Excellence' document, Online Safety Policy, Uniform Policy, Child Protection and Safeguarding Policy, Child on Child Abuse Policy, Exclusions Policy, Physical Intervention and Restraint Policy and our Equal Opportunities Policy.

This document includes our Anti – Bullying Policy.

### *Leadership and Management*

The behaviour lead along with the Headteacher will establish and drive the vision and strategy that promote a positive ethos and culture, ensuring that students are ready, respectful and responsible members of the school community.

The Heads of Year are responsible for supporting the pastoral welfare of the students in their year group. They will lead a team of tutors and monitor attendance, behaviour and student welfare intervening with students and developing strong working relationships with parents and carers.

The Pastoral Support Officers (PSO) are assigned to a year group and will support the Head of Year in their management of the year group. The school has a nominated Behaviour Lead that coordinates all strategic interventions and who manages the PSO team directly. They will investigate incidents, mentor students, support interventions, support the welfare of students and manage the internal exclusion room. The Pastoral Support Manager will manage, support and monitor the PSOs. A member of the school's Strategic Leadership Team is also linked to each year group to support both the HOY and PSO.

It is essential that all school leaders are proactive and positive in their interactions with students and staff. They must be highly visible and recognise the importance of promoting a strong behaviour culture with all stakeholders. School leaders should actively and assertively promote an environment where everyone feels safe and supported.

All new staff are inducted into the school's behavioural expectations and are made aware of the importance of setting and maintaining high standards when they join the school. Messaging is repeated throughout the year to reinforce expectations of staff and their role in promoting routines, high expectations and managing student



behaviour.

Regular training for staff on behaviour is vital at all levels and is fully supported by school leaders. Staff are made aware of the national qualifications and developmental opportunities available to them and are encouraged and fully supported in accessing effective CPD.

Monitoring and evaluation are key to ensuring that all staff uphold behavioural expectations and that interventions can be swiftly put into place where staff require support. Department leaders and strategic leaders must monitor teaching staff to evaluate the need for staff support, development and intervention. This is further supported by school and trust quality assurance processes. Early Career Teachers and Recently Qualified Teachers are supported by Lead Practitioners as part of their induction and development. Support packages are implemented for any member of staff as necessary.

The behaviour lead, pastoral leaders and the pastoral manager must ensure that they are aware of any students or groups of students who persistently misbehave, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Data must be carefully analysed and appropriate interventions implemented and monitored. This data and analysis must be shared with senior leaders regularly.

Behaviour data and analysis are presented to governors and the governor link for behaviour meets with the behaviour lead throughout the year.

### *The role of teachers and staff*

Staff have an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that students can see examples of good habits and are confident to ask for help when needed. Staff should also challenge students to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

All students can expect the following in their lessons:

- To be met and greeted warmly at the start of each lesson
- A Do Now task to be ready for each student on arrival to each lesson
- A calm and purposeful learning atmosphere created by teachers
- A seating plan for each group is logged by the teacher using Arbor



- Frequent reference to being ready, respectful and responsible
- Consistent use of behaviour strategies and systems
- Poor behaviour to be dealt with discreetly, fairly and calmly
- Relentless positivity from staff
- A clean slate every lesson
- A restorative relationship approach to behaviour whereby all professionals and students listen, reflect and understand their role and accept responsibility for their actions. This includes restorative conversations during detentions between the student and the class teacher.
- To be held accountable for the completion of any tasks assigned to them
- Recognition for getting it right or going above and beyond
- Recognition through praise, merits and recognition boards
- Teachers who build positive relationships and communicate kindness
- SEND protocols to be applied as required
- High expectations from all staff
- Considered use of language by teachers (e.g. – language of choice – ‘If you ... then...’)
- Their teachers to use language of de-escalation - ‘I have noticed that.... I need you to ....’
- To be dismissed politely by their teacher

### *The role of students*

At The Polesworth School, every student is made aware of the school behaviour standards, expectations, pastoral support, and sanctions and rewards. Students should understand that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Students are encouraged to share their experience of behaviour and provide feedback on the school’s behaviour culture to support evaluation, improvement and the implementation of the behaviour policy. Every student is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Provision is made for all new students to ensure that they understand the school’s behaviour policy and wider culture. Where necessary, extra support and induction may be provided for students who are mid-phase arrivals and for students who struggle to understand and meet our values and expectations.

### *The role of parents/carers*

The role of parents is crucial in helping the school to develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school’s behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school’s behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the



school while continuing to work in partnership with us.

We will keep parents updated about their children's behaviour and encourage them to celebrate their child's successes.

## 2. Expectations

At The Polesworth School, students are expected to treat others as they would wish to be treated themselves, showing their readiness to learn, responsible behaviours and respect towards fellow students, staff, visitors and local residents. We have clear expectations of our students to ensure that they can concentrate on their learning in a safe, mutually respectful, calm and purposeful atmosphere. Our expectations should be followed whenever students are representing The Polesworth School, including on the way to and from school, whether walking, cycling or using the bus.

At The Polesworth School we know that most students will be happy to abide by rules that are fair, consistent and proportionate. Almost all students prefer to be in a school where the adults take behaviour seriously. We also acknowledge that behaviour flows from character, intention and circumstances. We recognise the value in influencing a student's character and attitude in order to help students to flourish as learners, as individuals and as members of our school community.

With this in mind, we adopt a restorative approach to behaviour whereby students are encouraged to take responsibility for their behaviour in a calm, non-confrontational and controlled manner. Students will be encouraged at all stages to reflect on their actions and converse with other students and staff to repair and develop relationships that will allow for effective learning and for a student's emotional behaviours to be supported. This approach relies heavily on individuals not making assumptions about others and restorative dialogue that is honest and considered. Kindness is essential and our responses to behaviours are trauma informed. To behave safely, students need to feel safe and we recognise that some students will arrive at school not feeling safe and will need support from emotionally attuned staff to regulate their emotions and to develop the capacity to self-regulate.

All our behaviour systems are underpinned by the expectation that all students are ready, respectful and responsible.

### *The school behaviour curriculum*

It is essential that high standards and expectations of good behaviour pervade all aspects of school life at The Polesworth School. Students should be taught and encouraged to behave well. Staff must always challenge misbehaviour and must teach students appropriate behaviours, routines and expectations in all their interactions inside and outside the classroom. Everyone should treat one another with dignity, kindness and respect always and staff should routinely refer to the school's values promoting readiness to learn, respect and responsible behaviour. Consistent and clear language should be used when acknowledging positive



behaviour and addressing misbehaviour.

We have strong transition processes and procedures in place. Behaviour systems, rules and routines are introduced to students during transition activities and when they join the school. Expectation assemblies are delivered at the beginning of the school year and behaviour focused assemblies and tutorial sessions take place throughout the year to re-induct students into behaviour systems, rules and routines.

Expected behaviours and what they look like are the focus of short sessions delivered by school leaders to all students in their year groups half termly throughout the academic year. These sessions allow students to discuss expected behaviours with their peers and staff and to reflect upon their own behaviours. PSHE sessions also reinforce expectations and support students in making the right choices.

Expected behaviours should be taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. Staff must offer positive reinforcement when expectations are met and deliver sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Simple and clear routines are crucial and should be used by all staff to teach and reinforce the behaviours expected of all students in the classroom and around the school site. Repeated practices by all staff promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Staff should explicitly teach the routines and behaviour that they expect in the classroom and should appreciate that 'to behave' is not universally interpreted in the same way and that some students may need additional support to meet the expected standards of behaviour. Expectations and routines must be clearly communicated, modelled, repeated,

checked for understanding, corrected when common mistakes and misunderstandings occur, revised and repeated.

Adjustments can be made to routines for students with additional needs, where appropriate and reasonable, to ensure all students can meet behavioural expectations.

### *Behaviour expectations and students with Special Educational Needs and/or Disability (SEND)*

At the Polesworth School, staff must manage student behaviour effectively, whether the student has underlying needs or not. When a student is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided. Behaviour will often need to be considered in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Where a student has SEND that at times affects their behaviour, we have a duty to ensure that the student is not disadvantaged and if a student has an Education, Health and Care Plan, the provisions set out in that plan will be adhered to.



The SENDco will communicate to staff any likely triggers of misbehaviour and put in place support to prevent these. The voice of the student and parental support is vital through this process. Examples of support may include:

- short, planned movement breaks for a student whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- time-out cards
- regular support meetings
- information/advice on EDUKEY
- training for staff in understanding neurodiversity.

When sanctions are put in place, staff should consider whether any reasonable adjustments need to be made to the sanction in response to any disability the student may have.

### **3. Student Code Of Conduct**

#### **BE READY**

- Wear the correct uniform (This includes the student lanyard)
- Always be on time.
- Sit in the seat you have been given by your teacher.
- Enter the lesson and leave the lesson in a calm and sensible way.
- Complete your 'Do Now' task as soon as you have entered the room.
- Follow your teacher's instructions.
- Participate in your learning by answering questions and/or contributing to discussions.
- Complete tasks set.
- Ask for support if you need it.
- Complete all homework tasks.
- Push yourself to always improve.

#### **BE RESPECTFUL**

- Respect others by listening when they are speaking.
- Do not distract others.
- Support other students in your lesson.
- Be kind and helpful to other students.
- Think carefully about what you say and how you say it.
- Look after your own belongings and respect those of other people.
- Look after school property and be proud of your school.
- Don't drop litter.
- On your way to and from school you must behave sensibly and show respect.



## BE RESPONSIBLE AND SAFE

- Walk calmly around the school site.
- Phones should be switched off in school and should not be seen– this includes earphones attached to mobile phones or airpods.
- If permitted, devices used within a lesson or learning activity must not be used to record or photograph others unless directed by the teacher and consent given by those recorded/photographed.
- Do not bring dangerous or banned items to school.
- If you bring medication to school, hand it in to reception in Student Services (Nethersole Building).
- Wheel your bicycle on the school grounds and be safe on your journey to and from school.
- Clear your table and put rubbish in the bin when you have eaten in the canteen.
- Report graffiti or damage to school property.
- Smoking/vaping is not allowed on school premises or buses.

## 4. Use Of Social Media

- Always be polite when communicating with others.
- Do not use abusive language towards others that may be humiliating and hurtful.
- Do not post or distribute images or videos of others without their permission.
- Do not post or send inappropriate images or videos of yourself or others to anyone.
- Do not post offensive or inappropriate comments about the school or members of staff.
- Report any instances where you come across any information/images that you find upsetting.
- Do not meet with anyone you have met online without first checking with your parents. If they agree to the meeting, make sure it is in a public place and do not go alone, ideally taking a parent with you.

## 5. Banned Items

Below is a list of items that are banned from the school site and for which a search can be made:

- Laser pens
- Water pistols
- Illegal drugs and 'legal highs'
- Cigarettes/tobacco and anything associated with smoking
- Lighters/matches
- Vapes
- Knives or weapons
- Fireworks
- Alcohol
- Energy drinks



- Chewing gum
- Correction fluid
- Hoodies (Y7-11)
- Pocket chains
- Catapults
- Stolen items
- Stink bombs
- Super Glue
- Ropes and cable ties
- Tools
- Solvents
- Offensive materials – racist/homophobic/pornographic/extremist
- Gambling materials
- Items for resale
- Speakers
- Any item that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury or damage to property.

## 6. Managing Behaviour in Lessons

The school seeks to ensure that all members of the school community are supported to be safe and to feel safe to work and learn, ensuring that students get the most from their learning. Building positive relationships and intrinsically motivating children to learn are essential to our approach.

Staff at The Polesworth School use a number of techniques to manage behaviour in their lessons and to ensure we have a consistent and effective approach to behaviour management. These techniques are covered as part of teaching staff induction and are revisited throughout the year to support staff.

If a student has received a warning from their teacher and their behaviour continues to disrupt the learning of others, they will receive a 30-minute detention the following day. Teachers who have set the detention will record this on Arbor. If having issued the detention there is no improvement in behaviour the student will be removed from the lesson and placed in a hosting room with a different teacher. Teachers who have instigated the removal will contact parents by phone call. If there is a continuation of poor behaviour in the hosting room or following a serious incident, a student will be removed from the hosting room and placed in the internal exclusion room for the rest of the day. The initial detention set by the class teacher will also be served by the student.

This process is explained further in the guidance for teachers' section of this policy.

Parents will be informed on the same day if their child has been removed from the classroom.



Special considerations and reasonable adjustments must be considered by the behaviour and pastoral team dependent upon the individual student's needs and circumstances.

## 7. Sanction

Like any large school, there are inevitably times when we must deal with unacceptable behaviour. We use several sanctions of increasing severity to discipline misbehaviour. The intended outcome of any sanction is that the student will be made aware of why their behaviour is unacceptable and resolve not to act in such a way again. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. Sanctions should be supported by reflective conversations and targeted pastoral support as appropriate. Staff should consider whether further intervention is necessary such as pastoral support, an early help referral or a mental health support referral.

| <b>All behaviours are underpinned by Ready, Respectful, Responsible</b><br><b>Each stage should include restorative relationship conversations</b>                                                                                                                                            |                                                         |                                                              |                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|
| <b>Examples of behaviour</b><br><b>(these are examples, not an exhaustive list)</b>                                                                                                                                                                                                           | <b>Sanction</b>                                         | <b>Action ed By</b>                                          | <b>Escalates to</b>                               |
| Low level chatting<br>Silliness<br>Lack of concentration<br>Pen tapping<br>Failure to complete class work (one off)<br>Failure to bring equipment (one off)<br>Leaning back on chair<br>Incorrect uniform                                                                                     | Verbal warning                                          | Subject Teacher/<br>Tutor                                    | 30-minute afterschool detention the following day |
| Persistent from above list<br>Insufficient class work<br>Lateness to lesson/school on three occasions (pastoral detention)<br>No homework submitted<br>Reluctance to follow instructions after warnings<br>Being unkind to another student following an initial warning (not discriminatory). | 30-minute detention<br><br>Text message sent to parents | Subject Teacher/<br>Tutor/<br>Pastoral support Officer (PSO) | Hosting room                                      |
| Persistent from above list<br>Inappropriate language, rudeness to an adult (not discriminatory or insulting)                                                                                                                                                                                  | Removal to a hosting room. Phone call to parents.       | Subject Teacher/<br>Tutor/<br>Pastoral support Officer (PSO) | Internal exclusion room/<br>School Behaviour Lead |



# The Polesworth School

ENSURING EXCELLENCE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                         |                                                 |                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|
| <p>Single incident of truancy</p> <p>Persistent incorrect uniform</p> <p>Persistent defiance or serious defiance of a member of staff such as walking away</p> <p>Poor behaviour outside class e.g. water throwing, littering</p> <p>Minor vandalism to school property</p> <p>Rudeness or inappropriate language which is discriminatory</p> <p>Persistent defiance during social times</p> <p>Smoking/vaping</p>                                                                                                                                                                                                                                                                                           | <p>60-minute Pastoral Detention</p> <p>Text message sent to parents</p> | <p>HOY/PSO/<br/>SLT/Lead practitioner (LP).</p> | <p>Internal exclusion room/School Behaviour Lead</p>                          |
| <p>Persistent from above list</p> <p>Refusal to attend the hosting room</p> <p>Disruption to learning in the hosting room</p> <p>Two removals to a hosting room during the same day</p> <p>Persistent refusal to comply with a reasonable request</p> <p>Missed detention</p> <p>Multiple incidents of truancy</p> <p>Bullying</p> <p>Aggressive defiance</p> <p>Vandalism to school property</p> <p>One-off assault on another student</p> <p>Inappropriate and offensive language</p> <p>Inappropriate language - racial, homophobic or sexual</p> <p>Threatening behaviour towards a member of staff</p> <p>Theft</p> <p>Bringing the school's name into disrepute (sanction dependent upon severity)</p> | <p>Internal Exclusion – Parents should be notified by PSO</p>           | <p>PSO/<br/>HOY/<br/>SLT</p>                    | <p>School Behaviour Lead/Strategic Leadership Team (SLT)/ Headteacher SSC</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                    |            |                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------|
| <p>Persistent from above list</p> <p>Inappropriate and offensive language directed at a member of staff</p> <p>Refusal to attend the internal exclusion room</p> <p>Disruption to learning in the internal exclusion room</p> <p>Inappropriate language (racial, homophobic or sexual) directed at another student or member of staff</p> <p>Possession/consumption of illegal substances</p> <p>Ongoing bullying</p> <p>Serious or repeated assault on a student</p> <p>Serious damage of property or building</p> <p>Serious threatening behaviour towards a member of staff</p> <p>Theft</p> <p>Bringing the school's name into disrepute (sanction dependent upon severity)</p> <p>Failure to complete Internal Exclusion</p> <p>Encouraging others to engage in unsafe behaviour</p> <p>Act in a way that poses a safeguarding risk to themselves or others</p> <p>Placing the school in an unsafe position through a willful act, including deliberately setting off a fire alarm.</p> | <p>Suspension (depending on the circumstances could lead to Permanent Exclusion or Managed Move</p> <p>Respite</p> <p>Off-site</p> <p>Direction (length dependent on incident)</p> | <p>SLT</p> | <p>Head</p> <p>SSC</p> |
| <p>Persistent from above list</p> <p>Persistent breaches of the school's behaviour policy</p> <p>In possession of an offensive weapon</p> <p>Dealing of Illegal substances</p> <p>Potentially any one-off event deemed so serious that the inclusion of the student as part of the school is not compatible with good order and discipline</p> <p>Making a malicious allegation against a member of staff which could have jeopardised their employment</p> <p>Extremist behaviour/act</p> <p>Bringing the school's name into disrepute</p> <p>Act in a way that poses a repeated</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Permanent Exclusion (A Managed Move or Off-site Direction could be offered in certain circumstances)</p>                                                                        | <p>SLT</p> | <p>Head</p> <p>SSC</p> |

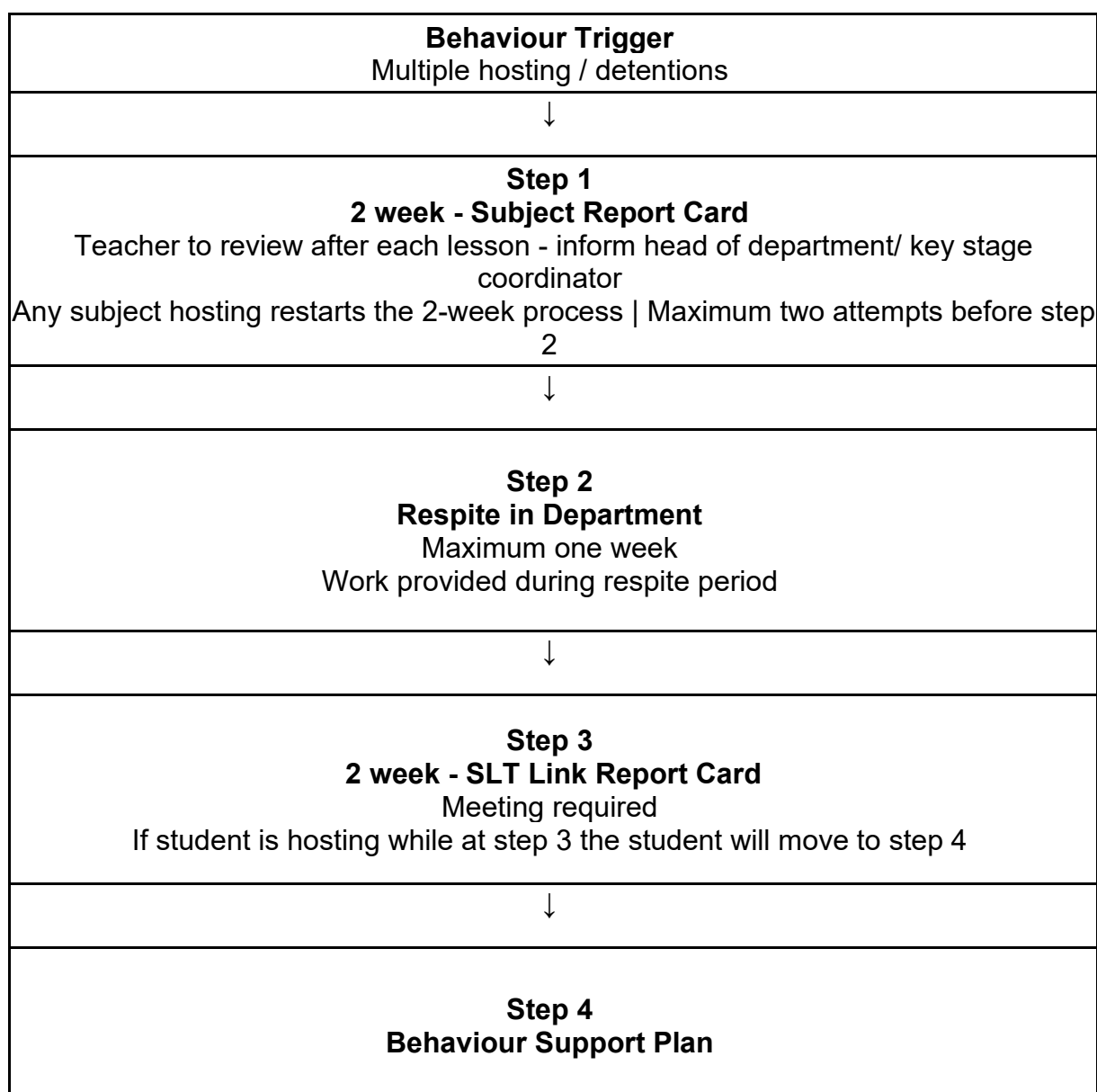


|                                           |  |  |  |
|-------------------------------------------|--|--|--|
| safeguarding risk to themselves or others |  |  |  |
|-------------------------------------------|--|--|--|

Other sanctions may include:

- Loss of social time
- Loss of privileges – for example, being unable to attend a school trip or a school event.
- School based community service
- Scheduled reporting to staff
- Student being placed on report (this process is explained below)

### Report card process





### *Internal Truancy*

Internal truancy is when a student fails to attend a lesson for its duration or for a significant part of the lesson. A single incident of lesson truancy will result in a 1-hour detention with SLT/PSO/Lead practitioner (LP). Multiple incidents of truancy will result in an internal exclusion and possible suspension from school. Students may be removed from lessons and supervised in the removal room for the remainder of the school day if felt necessary.

#### **Detentions**

Detentions take place at the end of the school day and run on Monday to Friday during term time. All detentions will take place centrally in the school hall. If students have received more than one 30-minute detention they will be served sequentially in the school hall until their detentions have been completed. This may require multiple detention days. Below is a list of the detention types that we have at Polesworth.

- 30 minutes – Detention led by SLT/PSO/Lead practitioner (LP)
- 1hr – Detention led by SLT/PSO/Lead practitioner (LP)
- Parents/carers will be informed the day before the detention through Arbor.
- Detentions are non-negotiable and cannot be re-booked except under extraordinary circumstances or where a student has not attended school owing to illness.
- Where a student fails to complete a detention, it will escalate to a planned internal exclusion the following day. Failure to attend the detention will result in a planned internal exclusion the following day. Students will also complete the original detention(s) set.
- For students who are 18 or over, detentions will be sat during the school day

### *Pre-planned Internal Exclusion*

An pre-planned internal exclusion is used when a severe sanction is required, but when the school believes that a suspension would not be the most appropriate course of action. The internal exclusion will last from 8.30am to 3.30pm. Students will remain in internal exclusion during social times and at lunchtime they can order food that will be delivered to the internal exclusion room.

Parents/carers will always be contacted at least the day before if a student is given a pre-planned internal exclusion so that they are aware of the incident. Failure to attend or misbehaviour during the day will lead to a suspension.

Reasonable adjustments will be made for SEND students and other students with needs or personal circumstances as is appropriate.

On occasions, it may be necessary to isolate a student pending investigations into an incident. This should not be confused with an internal exclusion. However, the student will continue to complete work set while the investigation is ongoing.



### *Immediate Behaviour Support Removal*

A behaviour support removal takes place for the following reasons:

- ☐ A serious incident/unsafe behaviour
- ☐ Aggressive defiance
- ☐ Threatening and/or abusive behaviour
- ☐ Fighting/assault

The Pastoral Support Officer (PSO) will attend to support and judge the next steps. The student will be removed from the lesson if deemed appropriate by the PSO. Teachers must make PSOs aware of the situation so that they do not return a student to a lesson when it is not appropriate. If misbehaviour continues following the support call, the student will be removed by the PSO.

### *Lesson removal*

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

Removal should be used to maintain the safety of all students and to restore stability following an unreasonably high level of disruption. Removal should also be used to enable disruptive students to continue their education in a managed environment and allow the student to regain calm and refocus in a safe space.

Teachers must provide meaningful and appropriate work and resources for any student removed from their lesson. The internal exclusion room will be supervised by a PSO who will encourage students to reflect on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

The student will remain in the internal exclusion room for the rest of the day.

### *Suspensions*

A suspended student is not allowed to come into school or its vicinity for a fixed number of days. Parents/carers will always be contacted by phone by a PSO or Head of Year where possible and then by letter. Students will be set work that they will be required to submit when they return to school. We arrange an interview with the Head of Year before re-admission – this meeting may be attended by the SENDco or a member of SLT. On these occasions we ask that parents/carers are accompanied by their child, so that we can discuss the incident and its consequences before they return to school. Following this meeting, the student will have a reintegration meeting with one of the PSOs to support them in improving their choices and behaviours. During this meeting any restorative actions will be agreed, and the student will be supported in doing this. Students will also be placed on school report by their Head of Year or PSO for a week following a suspension.



A decision whether or not to suspend may take into account the student's previous behaviour record. The length of the suspension will depend on the particular circumstances of the case. It is the responsibility of parents/carers to ensure that excluded students remain at home and do not, under any circumstances, come into the vicinity of the school during their period of suspension.

If a student has a social worker or are looked-after their social worker must be notified of a suspension. If the student is looked-after, their Personal Education Plan should be reviewed and amended as appropriate, and the Virtual Head will be contacted to discuss further support to be put in place.

The decision to place a student on the Behaviour Support Programme in place of a suspension is taken only by senior staff. The intention of the programme is to encourage the student to think about the effect of their behaviour on others and to bring about change in their future behaviour. The day involves a range of sessions that could include:

- Solution Focused Counselling
- Anger management and social skills
- Dealing with anxiety and stress
- Lifestyle issues – alcohol, sexual health, drugs
- Home life – relationships
- Aspirations for the future
- Restorative work

### *Managed Move*

A managed move is a permanent move to another school. A managed move is dependent on another local school agreeing to take a student and a place is usually offered on a short trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful. Parent/carer agreement is required for a managed move.

### *Off Site Direction*

Off-site direction may only be used to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions have been unsuccessful or are deemed inappropriate.

Placements are temporary and parents will be notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. The length of time a student spends in another mainstream school, or an alternative provision and the reintegration plan must be kept under review. Parent/carer agreement is not required for an off-site direction.

Permanent Exclusion



This is the most severe sanction available to a school. As such it is very rarely used at Polesworth and is reserved for the most grave or repeated breaches of discipline, or where the Headteacher feels that the relationship between school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors.

### *Year 11 Specific Sanctions*

As a school we reserve the right to refuse attendance at or admittance to the following events:

- Year 11 Leavers Day
- Year 11 Prom

Either or both sanctions could be applied where a student has accrued three or more suspensions in Year 11 or has been involved in a single significant behavioral incident within school. Attendance and behaviour targets are also shared at this beginning of year 11. These targets must be met in order to guarantee the privilege to attend the year 11 prom and leavers events. Either or both sanctions could be applied to ensure the safety and well-being of all other students and staff.

Supporting students following a sanction or alternative provision

Following a sanction, students are supported in understanding how to improve their behaviour and meet the behaviour expectations of the school. These might include a restorative conversation, coaching or mentoring, parent/carer contact, liaison with Virtual School Head for looked after children, discussion with SENDco, enquiries into circumstances outside school, review of current support, consideration of further support, contact with DSL/DDSL, liaison with all teaching staff.

The pastoral and behaviour team will carefully consider what support is needed to help a student return to mainstream education and meet the expected standards following a suspension, off-site direction or a failed managed move.

Interventions

We have several interventions in place for students who have multiple sanctions or who are showing signs of deteriorating behaviours to support them in altering their behaviours. Early intervention might include a letter of concern, a conversation with the student, a phone call home or could involve a meeting with students and parents where a target is set, and bespoke interventions are decided upon to improve behaviours. Careful monitoring will take place in such cases.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a student may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the student and the impact of the support being provided. If the student has an Education, Health and Care (EHC) Plan, early



contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Interventions should be put in place to support students in managing their behaviours and to reduce the likelihood of suspension or permanent exclusion by helping students understand the school's behavioural expectations and providing support to those who struggle to meet expectations. Our aim is to be proactive in providing this support through group sessions and one to one support work.

Some examples of interventions are:

- Respite from lessons
- Movement walks with PSO's to de-escalate heightened student behaviours
- Mediation support
- Mentoring and coaching
- Anger management/de-escalation strategy sessions
- Counselling
- Sexually inappropriate behaviour – support work sessions
- Racism – support work sessions
- Bullying – support work sessions – victim and perpetrator
- Behaviour support sessions
- Behaviour support day
- Reintegration timetable
- Time-out card
- Report card
- Parental meetings
- Parental contact
- SEMH referral to the Mental Health in Schools Team (MHST)
- Pastoral Support Plan
- Behaviour Improvement Plan
- SEND referral
- Engaging with local partners and agencies to address specific challenges
- Early Help referral
- Liaison with Virtual Schools
- Meeting with social worker
- Futures Meeting

Designated staff are appropriately trained to deliver these interventions and to make appropriate referrals.

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among students.



Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive. A search of a student will be made, without the student's permission if necessary, if we have reasonable grounds to suspect that a student may have one of the items banned by the school. Under common law, school staff have the power to search a student for any item if the student agrees.

The school can confiscate, retain or dispose of student's property as a disciplinary sanction. Leaders will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Searches should be performed by designated staff who have received appropriate training.

### *Student statements*

When incidents are investigated, students are given the opportunity to present their view of events through producing a written statement. Staff may question students to clarify details. Statements are used as evidence to support staff in making decisions about appropriate sanctions.

Behaviour incidents online

Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity. We will put sanctions in place when a student's online behaviour poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour. In the first instance, the DSL/DDSL must be informed so that safeguarding procedures can be followed. In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations will be fully documented and if reported to the police, we will ensure that any further action taken



does not interfere with any police action. However, we do retain the discretion to continue investigations and enforce sanctions so long as it does not conflict with police action. The DSL/DDSL will take the lead.

### *Child-on-child sexual violence and sexual harassment*

Sexual violence and sexual harassment are never acceptable, they will not be tolerated. Staff must be active and assertive in challenging all inappropriate language and behaviour between students and must not normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. At all times, staff should demonstrate and model manners, courtesy and dignified and respectful relationships. Incidents should be reported to the DSL/DDSL so that safeguarding procedures can be followed in the first instance. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for students exhibiting sexually inappropriate and/or harmful sexual behaviour.

All victims must be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider disciplinary action.

Behaviour outside the school premises

Conduct outside the school premises is important and we may sanction students for misbehaviour outside the school premises if students misbehave

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school.

We may also sanction students for misbehaviour

- that could have repercussions or the orderly running of the school;
- that poses a threat to another student;
- that could adversely affect the reputation of the school.

## **8. Recognition And Rewards**

In creating a purposeful and pleasant atmosphere for learning, we place great emphasis on rewarding and acknowledging good work and behaviour. Recognising good behaviour encourages repetition and communicates our expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. We employ a range of techniques to congratulate and celebrate our students.



### *What we reward students for:*

- Great effort with....
- Excellent attendance
- Making progress
- Helping others
- Supporting the school and local community
- Giving it a go even though you are unsure
- Being positive
- Leadership
- Being ready to ...
- Exhibiting respectful behaviours
- Being responsible
- Contribution to lessons
- Acts of kindness

### *Recognition and Rewards in Lessons*

#### *Regular Praise from Staff*

The most common and most effective reward for good work, effort and appropriate behaviour is praise. This may simply be verbal, during a lesson, or it may be written, when marking work. It may not be extravagant – simply a quiet positive word. But it is one of our most important techniques for classroom management.

#### *Recognition Boards*

Staff are expected to use place a student's name on the Recognition Board to acknowledge and praise students. It is important that we draw attention to positive behaviours and attitudes in lessons.

#### *Recognition Cards*

Teachers and tutors are encouraged to award students with recognition cards in lessons to show their appreciation of a student's readiness to learn, respectful behaviours and responsible actions or attitudes to learning.

#### *Merit Points*

We operate a merit point system. Teachers and tutors are expected to award students with merit points. Students are able to spend their points in our online shop on a variety of items including stationary, Amazon vouchers, food items from the school canteen, queue jump and non-uniform day vouchers. Year 11 students can use their points toward a Prom ticket and/or their Year Book. Merit points can also be exchanged for weekly entry in half term prize raffles.



## *Further ways we reward and recognise students*

### *'Meet with the Head'*

Outstanding achievement is also recognised through an invitation to meet with the Headteacher. Students will also receive a small award for their achievements, as well as having the opportunity to celebrate their successes with the Head.

### *Praise Text, Email or Phone Call Home*

We also operate a Praise Text that is sent to parents/guardians on a daily basis to celebrate student success such as their readiness to learn, respectful actions and responsible behaviours. Teachers also email and phone parents/guardians to celebrate successes.

### *Postcard Home*

Teachers, tutors, and pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to students who are seen to be deserving of additional praise and recognition.

### *Random Rewards*

We aim to reward students at random when they are shown to exhibit readiness, respectful or responsible behaviours. We have recognition badges, jump the lunch queue vouchers, non-uniform vouchers and various other rewards that are given to student.

### *Celebration Events*

Every term tutors select students to be invited to a celebration events with other awardees in the School Hall. Students celebrate their achievements with Pastoral Leaders and members of the school's Leadership Team.

### *Awards in Year Assemblies*

We have a half termly prize draw for all students who have achieved 100% attendance over the half term in each year group. We also have a half termly prize draw for all who have a clean behaviour record over the half term in each year group.

We also run a merit recognition system for students achieving high numbers of merits. We use assemblies to celebrate these students.

### *Year Celebration Assemblies*

This termly event is an opportunity to praise students for their attendance, their behaviour, sporting successes and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage students to be proud of their talents and achievements so that we can praise and reward as many of our students as possible.



### *Presentation Evening*

Outstanding progress and achievement are recognised at our annual presentation evening, which is held off site and is our most formal school event of the year. Parents are invited to share in this celebration as students receive prizes for a range of successes including sporting achievements and 100% attendance for two or more years as well as for resilience, community work and fundraising activities to name but a few.

Outstanding achievements are also celebrated in 'Polesworth Matters' and on our school website and on our screens located throughout the school.

## **9. Mobile Phones And Smart Watches**

Mobile phones and earphones or airpods are not allowed to be visible on school site for students in Y7 - 11. They can be switched off/silenced and kept in school bags. If a student is seen with a mobile phone, the phone will be confiscated and the student will have to collect it from the school hall **at the end of the school day**. If a phone is confiscated on three occasions, it will not be returned to the student and a parent/carer will have to collect the device from reception.

Smart watches must not be used for messaging, answering calls or playing games. Post 16 students must not have phones visible during lessons.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, students are not permitted to access or send messages, to access social media sites or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher. If a student violates this - they will be expected to delete the footage. Students must be aware that sharing footage through social media may be committing an offence. The school will sanction students as deemed appropriate.

Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone or smart watch, sanctions will follow in line with the school's Behaviour Policy as outlined above.

## **10. Anti-Bullying Policy**

### *Definition*

Bullying is deliberately hurtful behaviour, which is repeated over time and that is aimed at another individual or group. Bullying can harm a child either physically or emotionally. It usually involves a real or perceived imbalance of power or strength. It can happen face to face or online.

Bullying behaviour can be:



- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, sexist abuse, exposure to inappropriate films etc.
- Other forms of bullying include that which is racist, faith-based, bullying linked to gender or to a disability or Special Education Need.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect - can include the exploitation of individuals.

Bullying can be a group behaviour. Others can have a significant influence on the outcomes of behaviours among children and young people.

Bullying can involve baiting. To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them. Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Bullying can have a serious impact on a student's social, mental and emotional health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

This policy should be read alongside the Child on Child Abuse Policy, the Behaviour Policy, the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

### *Vulnerable Students*

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities (SEND), those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying. Children in care that are frequently on the move may also be vulnerable. These students are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.



### *Dealing with Incidents of Bullying*

The school's disciplinary systems can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Where bullying outside school is reported to school staff, it should be investigated and acted on to ensure the safety and wellbeing of all students in our care.

Incidents of bullying will be thoroughly investigated and consideration of the motivations behind the behaviour will be considered, including whether it reveals any concerns for the safety of the perpetrator.

Sanctions will be applied fairly and consistently in line with the school's Behaviour Policy. Those who bully will be dealt with in the way it is felt will best resolve the problem, the emphasis being on effecting a change in their behaviour.

The short and longer term needs of both the child responsible for the bullying and the child who has experienced the bullying must be considered.

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. The schools will respond sensitively where an absence arises because of bullying and will work with students, parents and where appropriate external agencies to ensure that interventions and support are put in place to allow for a swift return to education.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be treated as a child protection concern and reported to the school's Designated Safeguarding Lead who will take appropriate action. We will work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

### *Interventions And Support For Students Involved In Incidents Of Bullying*

Interventions and support for student following incidents of bullying could include as appropriate:

- Individual support sessions
- Group sessions
- Proactive reintegration
- Counselling referrals
- Restorative meetings
- Informal check-ins
- Parental meetings
- Risk assessment
- On-going reviews
- External agency referrals



### *Prevention of Bullying*

We recognise how vital it is to take a proactive approach to bullying. At Polesworth, we do the following:

- Provide staff training so they understand their responsibilities regarding bullying, how to resolve problems and respond to trauma, and where to seek support - including those with SEND and lesbian, gay, bisexual, transgender and queer (LGBTQ+) students
- Make staff aware that low-level incidents and the use of offensive language can have a significant impact on its target and that if they are left unchallenged, or dismissed as banter or horseplay, can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.
- Highlight that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up.' 'It was only a game' or 'We were only joking' will not be accepted as explanations of what happened. We expect all staff to challenge students so that incidents are dealt with quickly, effectively and consistently.
- Promote a culture that values respect through messaging to students and staff making them aware that bullying is unacceptable and that every member of our school community should be treated with respect.
- Bullying, 'Social skills' and 'Resolving Personal Conflict' are themes that are covered by all students during School of Character sessions
- Explore bullying within the wider curriculum in Assemblies and using the "Think u Know" campaign which focuses on online bullying and other aspects of online safety.
- Highlight that bullying, like all child on child abuse, is a whole school issue and that every member of the school – students and staff - is responsible for preventing bullying.
- Ensure that all reports of bullying are taken seriously. All students, parents and carers are listened to.
- Ensure that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Ensure that staff understand that emotional bullying can be as damaging or even more damaging than physical bullying.



- Openly talk about and teach the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. This includes children with different family situations, such as looked after children or those with caring responsibilities.
- Actively teach students that using any prejudice-based language is unacceptable.
- Actively involve students so that they understand the part they can play in preventing bullying. Students are encouraged to report incidents of bullying or other unacceptable behaviour. They are made to feel safe in the knowledge that no more bullying will occur as any repetition would be dealt with much more seriously.
- Proactively gather intelligence about issues between students which might provoke conflict and work with students to ensure that situations do not escalate.
- Involve parents to ensure they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Perform an annual survey into bullying to monitor the success of this policy, followed by amendments as necessary.

## **11. Recording Incidents of Bullying and Follow-up**

A central record will be kept of all reports of bullying, including online bullying and that which is homophobic, racist, misogynistic transphobic and misandrist, giving details of the problem and the outcomes for future reference.

All data will be regularly monitored and analysed to identify trends, the findings of which will then be used to develop and enhance the school's proactive and reactive responses to bullying.

All young people involved in incidents of bullying will be supported as required. There will be multiple check-ins with the students and close communication with parents so that all feel safe and supported.

## **12. Further Support**

Anti-bullying Alliance

<https://anti-bullyingalliance.org.uk>

Childline advice

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>



NCPCC support and advice

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Kidscape

<https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/>

National Bullying Helpline

<https://www.nationalbullyinghelpline.co.uk>

Think You Know

<https://www.thinkuknow.org.au>

Respect Me

<https://respectme.org.uk/adults/online-bullying/>

Kids Health

<https://kidshealth.org/en/teens/cyberbullying.html>