



CALDEW SCHOOL

STUDENT BEHAVIOUR POLICY

*Policy legally required
Reviewed under SW&G Committee
On school website
Reviewed annually
Adopted: April 2025
Next review: January 2026*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

Mission Statement

A school achieving outstanding progress and attainment for its students and community.

Purpose of this policy

This policy is designed to support the achievement of the school's mission by setting out the governors' expectations regarding the creation of a positive school and classroom climate which will enable all our students to learn successfully and without interference from others; enable our teachers and associate staff to teach and carry out their related duties unhampered; and create an orderly community which will ensure the safety and welfare of all those who belong to it.

In order to fulfil our mission statement it is vital that all students feel safe and secure at school. Where bullying exists it represents a significant barrier to learning and the enjoyment of school. We recognise that bullying can happen anywhere and through this policy seek to combat its presence in Caldew School, and in the associated procedures set out steps for all adults involved in the school to follow when bullying occurs or is suspected.

This policy briefly outlines the school's approach to behaviour and discipline within the DfE guidance as defined in *The Behaviour and discipline in schools guidance Jan 2016* and the school's approach to suspensions within the statutory framework as defined in the *Exclusion from maintained schools, academies and pupil referral units in England regulations September 2017*. It outlines only where the school applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for purposes of clarity in the day-to-day operation of the school.

Equality Impact Statement

We do all we can to ensure that this policy does not discriminate, directly or indirectly. We do this through regular monitoring and evaluation of our policies. On review we assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended by agreement with the Governors as a result of this assessment.

With particular reference to children classified as having special educational needs, or a disability, the Academy will endeavour to ensure that all reasonable adjustments are made

and due consideration is given to any disability when making decisions regarding the application of the Behaviour Policy.

The application of this policy also forms a significant aspect of the school's response to the Public Sector Equality Duty introduced by the Equality Act 2010. In particular it adheres to the PSED requirement that all public bodies have due regard to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations. It does so by setting out to ensure that no student or group of students exhibiting the protected characteristics defined in the Duty, suffer as the result of bullying and intimidation by an individual or group as set out below. The publication of the policy also forms part of the specific duty on schools to demonstrate in what ways they are complying with the PSED.

Principles

The Governing Body believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. It seeks to create a safe and caring learning environment in the school. To achieve this all staff and students of the school are expected to adhere to the following principles for action.

At all times we will act in a way in which:

- all students, feel safe valued and welcome;
- promotes good behaviour and discipline;
- promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect, courtesy and consideration;
- ensures fairness of treatment for all, in line with the school's Equality policy;
- encourages consistency of response to both positive and negative behaviour;
- Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Code;
- provides a safe environment free from disruption, violence, bullying, and any form of harassment, including racist, sexist and homophobic abuse;
- encourages a partnership with parents and carers to involve them in the implementation of this policy and its associated procedures;
- everybody is treated with respect;
- bullying of any kind will not be tolerated;
- the emotional well-being of students is a high priority and is an essential precondition to effective learning and progress;
- any reported or observed case of bullying will be investigated.

We believe that adhering to these principles will enable us to pursue the aims which are fundamental to our school. We strongly emphasise the value of:

- *providing every opportunity for individual students to reach their full potential;*
- *high achievement in relation to each student's ability;*
- *behaving with courtesy, consideration and mutual respect;*
- *a broad view of education that encompasses academic, spiritual, moral, physical, cultural, social and personal development;*
- *attitudes that are outward-looking and show an awareness and tolerance of different life stances and life styles;*
- *supporting parents' aspirations for their children's progress.*

Code of Conduct

Everything that we do at Caldew School is underpinned by the School's Code of Conduct that states:

Teachers have the right to teach
Students have the right to learn
Everyone has the right to be safe

These points form the basis of all our decisions and processes throughout the School. It is our hope that anyone visiting the School will be able to identify these core principles by the attitudes and behaviours they see as they spend time in our community

Implementation - Promoting Good Behaviour

1) The Governing Body will support the school staff in their endeavours to maintain high standards of behaviour. They will articulate their expectations through this behaviour policy and its associated procedures which will be reviewed annually. It will ensure that its principal expectations are communicated to students and parents and that significant changes are consulted upon involving representatives of all key stakeholders in the school community.

2) The Headteacher will be responsible for the day-to-day implementation and management of the policy.

3) In order to realise the objectives of this policy, the Headteacher will develop a behaviour curriculum including routines, student reward and consequence systems and other behaviour management procedures in consultation with the school staff and students. This Behaviour Curriculum will set out to teachers, associate staff and students the part each should play in achieving acceptable standards of behaviour.

4) The Behaviour Curriculum will be based on a clear rationale espousing the positive values the school aims to promote. They will be consistently and fairly applied. At their heart will be the understanding for his or her actions and that every member of the school has a responsibility towards the whole community.

5) The Behaviour Curriculum will be clearly communicated to staff, students and parents through such vehicles as, the student log book, school website and they will be displayed in classrooms and around the school.

6) All staff will be responsible for ensuring that the policy and Behaviour Curriculum are followed, and consistently and fairly applied. They have responsibility for creating a high quality learning environment, teaching effective lessons with appropriate behaviour management strategies and supervising students at social times to ensure good behaviour is maintained.

7) Each member of staff is a role model and should treat students and each other with the mutual courtesy and respect which are the hallmarks of civilised behaviour in a workplace.

8) The Governing Body, Headteacher and senior staff accept their responsibility towards the welfare of all members of staff employed in the school and will seek to support any member of staff who is faced by challenging and unacceptable student behaviour.

Rewards

Our aim is to work with students to ensure that they are engaged members of our community. All staff will use systematic praise and rewards to ensure that students know that

they are valued. A school ethos of encouragement is central to the promotion of a positive climate for learning.

A system of rewards has a motivational role in helping students to realise that positive behaviours are valued. We recognise that informal and formal praise to groups and individuals contribute to the success of our rewards. All staff are expected to acknowledge achievements and the positive behaviour of students within our rewards system. A brief outline of our system is below identifying key elements.

Achievement Points

Students collect achievement points from staff both in the classrooms and the wider school that are recorded on a centralised system for demonstrating a range of positive attributes including, excellent effort, positive attitude, community spirit, outstanding work, high attendance, participation in extra curricular activities etc. Parents are also able to view these achievements via the Sims Parent App.

HoY star of the week

The Student with the highest number of achievement points in each year are celebrated in the assembly each week.

Achievement Certificates

These are based on achievement points accrued: Bronze - 75 Silver - 150 Gold - 300 Platinum - 600 1200+ Club, celebrated and handed out in assemblies.

Department Star of the Half Term - 1 Per Year Group

Awarded for the highest number of achievements in a particular subject. A certificate will be given out by the Head of Department

Headteacher Star of the Half Term - 1 Per Year Group

Nominated by the Head of Year, these students have breakfast with the Headteacher.

Reward Events

Termly celebration events which can take place in and out of school. where selected students are invited to recognise their efforts and successes of the previous term.

Awards Day

Formal annual event, parents, governors, local business representatives attend along with whole Year groups to celebrate effort and achievement across the academic year.

Behaviour Support System

At Caldew School we implement a positive behaviour principle where behaviour that is acceptable is reinforced and celebrated and when behaviour is unacceptable there is a chance for it to be rectified and corrected.

Staff and Students are expected to follow a clear consequence ladder for both behaviours in the classroom and around the school to ensure consistency of behaviour and any follow up responses. A range of responses will be clearly set out and communicated to parents and students so that it is transparent why a sanction is being applied, what offending behaviour it is being directed towards and what changes of behaviour are required to avoid future sanctions:



Caldew School Behaviour Curriculum

Level	Type of Behaviour	Sanction	Action	Zero Tolerance
C1	<p>In the Classroom</p> <p>Speaking when asked not to. Head on desk Not completing work Answering back Making faces/body gestures Not following instructions Out of seat without permission Making silly noises Mobile phones, earbuds or headphones seen or heard</p> <p>Outside the Classroom</p> <p>Answering back Running on the corridors Hanging around the toilets Shouting/screaming Pushing/playfighting Pushing in to the queue Dropping litter Incorrect uniform Eating on the corridors Mobile phones, earbuds or headphones seen or heard</p>	<p>In the Classroom</p> <p>Verbal Warning</p> <p>Confiscated by teacher and given to Student Services</p> <p>Outside the Classroom</p> <p>Verbal warning</p> <p>Confiscated by teacher and given to Student Services</p>	<p>Class Teacher OR Any member of staff outside the classroom</p>	<p>Bullying Fighting Swearing at Vaping Truancy</p>

C2	<p>In the Classroom</p> <p>No improvement after verbal warning, Repeat of that behaviour or another C1 behaviour</p>	<p>In the Classroom</p> <p>Second warning and an in-class response by the teacher eg moving seat, spoken to individually, time outside the classroom maximum of 5 mins</p>	Class Teacher	
C3	<p>In the Classroom</p> <p>Continuing issue after C1 and C2 warnings</p> <p>Disruption over 2 or more lessons for the same teacher</p>	<p>In the Classroom</p> <p>Log on SIMS – just category and sanction, no detail (C3 category) , 10 Minute teacher detention at break or lunch</p>	<p>Class Teacher</p> <p>C3 logs will be tracked by HoD/HoY</p>	
C4	<p>In the Classroom</p> <p>Continued issue after C1, C2 and C3 warnings</p> <p>Sustained defiance of more than 15 minutes that does not disrupt learning of others eg head on desk, refusing to do work</p> <p>One-off incident – inappropriate language, leaving classroom without permission, refusing to hand over Mobile phones, earbuds or headphones</p> <p>Missed Class Teacher Detention</p> <p>2X lates in a day</p> <p>Uniform – See guidance</p> <p>3x leaving lessons to go to the Toilet in a week</p> <p>Outside the Classroom</p>	<p>In the Classroom</p> <p>Class Visit called, Student spoken to and returned to lesson, Middle Leaders Detention Set. SIMS log by teacher -C4 Category - detailed</p> <p>Parents informed</p> <p>Outside the Classroom</p>	<p>Class teacher</p> <p>Class visits</p> <p>HoD</p> <p>Attendance officer</p>	

	<p>Repeatedly persistent poor behaviour</p> <p>One off incident – eg squirting water, in a prohibited area, more than one student in toilet cubicle, swearing on corridors</p> <p>Poor behaviour on bus or in community</p> <p>Uniform – See guidance</p> <p>Repeated confiscation of phones, earbuds or headphones (x3)</p>	<p>ML detention. Log on SIMs by staff who issue detention</p> <p>Parents informed</p> <p>ML detention. Log on SIMs by PM</p>	<p>Any member of staff outside the classroom</p> <p>PM</p>	
C5	<p>In the Classroom</p> <p>Continued issue after C1, C2, C3, C4 warnings</p> <p>Sustained defiance that stops others learning</p> <p>One-off serious incident – shouting at staff, bullying</p> <p>Failure of student to respond to C4 class visit.</p> <p>Repeatedly walking out of multiple lessons.</p> <p>Truancy – part lessons</p> <p><u>Truancy Full Lesson</u></p> <p>Outside the Classroom</p> <p>Sustained defiance to staff</p> <p>Verbal aggression/threats to students</p> <p>Second incident of poor behaviour on bus or in community</p> <p>Bullying</p>	<p>In the Classroom</p> <p>Planned removal from lesson, parents informed</p> <p>Class Visit called, Removal from Lesson, Senior Leader Detention. Log on SIMS by class teacher -C5 Category</p> <p>Parents informed</p> <p><u>Afterschool detention logged on Sims and arranged by HoY/PM</u></p> <p>Outside the Classroom</p> <p>SLT detention.</p> <p>HOY/PM informed/investigates</p> <p>Log on SIMs by HOY/PM-C5 Category</p> <p>Parents informed</p>	<p>HOY</p> <p>SLT</p> <p>HOD</p> <p>HoY</p>	

C5+	<p>Missed Middle Leader detention</p> <p>Repeated confiscation of phones, earbuds or headphones X 4</p> <p>Outside the Classroom One-off serious incident Repeated incidents of defiance to staff Failure to follow consequence system Unsafe behaviours during social time</p> <p>Repeated confiscation of phones, earbuds or headphones 5+</p>	<p>SLT detention. Log on SIMs by PM</p> <p>SLT detention. Log on SIMs by PM</p> <p>Outside the Classroom Loss of all free time for a number of days. Log on SIMS by HOY/PM - C5 Category Parents informed</p> <p>Devices handed to Student Services every morning</p>	<p>HoY</p> <p>HoY</p>	
C6	<p>Very Serious Incident in or outside the classroom Eg Swearing at a member of staff Child on Child abuse of any kind Harassment of any kind – racism, homophobia, sexism Bullying Failure to behave after removal from lesson Possession of prohibited items Fighting Assault Vaping Serious incident on bus or in community</p> <p>Repeated confiscation of phones, earbuds or headphones 5+</p>	<p>In the classroom - Immediate class visit and removal</p> <p>HOY/SLT/PM informed by email asap so incident can be investigated</p> <p>Refocus or Suspension Logged on CPOMs by HoY/PM C6 log created on Sims (details on Cpoms)</p> <p>Vaping</p> <ul style="list-style-type: none"> - Found with Vape 1 day refocus - Found using Vape 2 days refocus - Repeat Vape offence 3 days refocus - 3rd Vape offence Suspension 	<p>HT DHT HoY</p>	

Detentions

Class Teacher Detentions

These detentions are held at morning break or lunch time and last anything from a few minutes up to 20 minutes; they are given by the class teacher to address classroom concerns. They should be used as an action to a C3 behaviour log.

Middle Leader Detentions

These last 20 minutes and will be held at lunchtime in R13. They should be used as an action to a C4 behaviour log

SLT Detentions

SLT detentions will be issued by SLT or Middle Leaders. Students placed on them will have a full lunch time detention (including a supervised lunch), resulting in no free time. They should be used as an action to a C5 behaviour log

After School Detentions

These are held daily.

HoD/Class teacher should organise directly with parents as a result of a subject based discretion, in other cases they will be organised by the relevant Pastoral Manager or HoY.

Refocus - Seclusion

Internal seclusion will be used as a result of persistent misbehaviour or a serious one-off incident (C6). When students are placed in Refocus it is for a set time period.

Seclusion is also used to support a return to school following a fixed term Suspension or a failed managed move.

While in Refocus students will work with our Pastoral Support staff to complete work set by their teachers along with completing behaviour intervention modules.

Off Site Direction

As part of the behaviour improvement strategies and interventions put into place to support students' challenging behaviours, a Off Site Direction (OSD) may be used to place a student in an alternative educational establishment/school for a fixed period of time. An OSD would be used as an intervention once a number of different strategies had been tried and failed such as Head of Year Report, Refocus, reset programme, SLT Report etc. The OSD process can be used for a set of specific reasons such as where a student is at risk of permanent exclusion from the current school, where the student is posing a risk to the welfare of others at their current school, where a student refused to attend their current school etc.

The OSD process may be used to offer a student a fresh start and new opportunity to manage their behaviour in a way that does not negatively affect their own or others' welfare and education, through a more structured and less disrupted process.

As students return from an OSD, they will complete a re-integration process, to ensure that the Caldew positive behaviour expectations are fully understood as a means of reducing the likelihood of a student being permanently excluded in the future

Suspensions

Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Code. The offences listed below (although not exhaustive) may lead to fixed-term suspension. In exceptional circumstances they may lead to permanent exclusion.

- Verbal or physical assault of a student or adult;
- Persistent disruptive behaviour and/or defiance;
- Serious incident of defiance;
- Racial/sexual/homophobic harassment;
- Bullying including cyber bullying;
- Theft;
- Smoking on site, including vapes;
- Graffiti or property damage;
- Bringing the school into disrepute;
- Possession and distribution of obscene images or pornography;
- Possession or consumption of alcohol on site;
- Possession of drugs (legal or illegal);
- Possession of drug paraphernalia
- Possession of dangerous object;
- Failure to accept sanctions;
- Persistent and repetitive disruption of lessons and other students' learning;

Permanent Exclusion

The decision to permanently exclude a student will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
- and**
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a 'one off' offence. This might include (although not exhaustive):

- A significant act of actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Intent to supply or supplying or possession of drugs (legal or illegal) or drug paraphernalia;
- Carrying a weapon or an item that could be used as a weapon,
- Arson;
- Other extreme misbehaviour which is deemed outside the remit of the normal range of sanctions;

Exclusion Protocol

Suspensions will be conducted in accordance with the Department for Education's suspension guidelines.

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

Students Returning from a Fixed Term Suspension

1) All students returning from a Fixed Term suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspensions can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

2) In most incidents, on the return from a Fixed Term suspension students will be required to attend Refocus within the school so that a phased reintegration of the student can take place.

Appeals

All correspondence regarding a suspension from the school will inform parents of their right to appeal to the Governing Body against the decision to suspend. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Governors' Behaviour Panels

In some circumstances it may be determined by the Headteacher that Governors need to have involvement with a particular incident or a particular student. In these circumstances, Governors will listen to submission by the Headteacher (or appropriate member of staff) as well as the student and/or parents. Governors will then express a view on the matter. Governors involved in a Behaviour Panel will not then participate in a suspension panel related to that particular incident or student.

Bus Behaviour

Expectations on the bus are no different to the expectations within the whole school environment. It is the students' responsibility with the support of the bus company, school and parents to behave in a safe and respectful way. Students must comply with the following rules:

- Students wear seatbelts at all times and do not under any circumstances move seats when in transit.
- Students use good manners and respond positively towards the bus driver.
- Language on the bus is positive and the older students on the bus set a good example for the younger members of the bus community. This also covers the use of inappropriate gestures to the wider public.
- Bullying behaviour will not be tolerated.
- Vaping and Smoking will not be tolerated and sanctions will follow the same as if in the school building.
- Behaviour at all times must not distract the bus driver from their duties and noise levels should be below normal social voice.

Behaviour not in line with the above expectations may result in a bus ban and/or a higher-level sanction. Students will be supported to correct their behaviour and rebuild a positive relationship with the bus company and/or driver.

Conduct outside of the school's gates

Caldew School will follow the behaviour policy and implement appropriate sanctions in relation to students' conduct outside of the school's gates as indicated below;

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Searching, Screening and Confiscation

The school has the power to search and confiscate when appropriate in line with the DFE document "Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies" January 2018

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them have a statutory power to search pupils or possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are;

- knives or weapons
- alcohol
- legal and illegal drugs
- 'legal highs'
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Vapes/oils
- Lighters or matches
- Drug paraphernalia
- Jewellery or other items of clothing not in accordance with the school uniform policy
- items that it is suspected are being used to 'bully' another member of the school community which may be confiscated and if, held on an electronic device, may be deleted.
- As a Healthy School we do not allow the consumption of high sugar and high caffeine drinks including all 'fizzy' drinks. Students caught with these on school site will have them confiscated by the school.
- Items including sweets that students are bringing to school with the intent to sell to others
- Electronic devices – if inappropriately used (to disrupt teaching/exams, or has been or suspected to have been used to commit an offence or cause upset/injury to another member of our community or break the school rules). The mobile device can be confiscated for up to 5 school days as evidence of a breach of school discipline before

being returned, or passed to the police if it is believed there is material on the device suspected to be evidence relevant to an offence.

Confiscated items will be dealt with in line with the guidance in DFE document 'Searching, screening and confiscation – Advice for headteachers, school staff and governing bodies - January 2018' Parents/carers will be given the option to collect confiscated items (unless they are illegal generally, or to students under the age of 18 Vapes/Alcohol etc).

Any illegal or banned items found on students may be passed to the police. Students responsible for bringing any illegal or banned items to School will also receive a sanction in line with School systems and the police may be informed.

All non illegal or banned items will be kept for a minimum of 10 school days and if not collected by parents they will be disposed of.

Students wearing any accessories or jewellery which do not follow the School Uniform Policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

It is also important to note that a student who reports to School with an 'unconventional' hairstyle can expect to be educated separately from peers, until a time by which acceptable presentation is restored.

Students found with Vapes, tobacco and/or cigarette papers will have these confiscated and destroyed.–. Students will also receive sanctions for smoking near the school and on their way to and from school.

Mobile Devices and Online Behaviour

Students will be discouraged from bringing mobile phones to school, but if they are essential for the journey to or from school and are brought to school, they must be kept in pockets and out of sight for the entire day (including social time). If a phone is seen/used or heard by a member of staff it will be confiscated; handed to Student Services and returned at the end of the school day.

If mobile devices are brought to school, they are the student's responsibility. The School accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to such electronic devices. It is the responsibility of parents and students to ensure their electronic devices are properly insured. This also applies to headphones and smartwatches.

Students must not engage in any online activity that may be construed as bullying or is defamatory to staff, students or members of the community. Students must not act in any way that negatively impacts on the good name and reputation of the school.

This applies within school and from any location outside school. Students must follow these rules when posting on social networking sites, sharing videos or images, sending emails, texts, picture messages, instant messages, chat room conversations etc. The school may choose to involve the police in cases of cyber bullying or inappropriate online activities. The passing on of pornographic images, "sexting" is illegal. In all instances, the school will liaise with the Police.

Students must not use their mobile devices to record or share any instances of anti-social behaviour witnessed in school. Students must not create, post or share defamatory videos or online material about students or staff of the school.

Anti – Bullying

Our aims are:

- To create an ethos in which attending Caldew School is a positive experience for all members of our community;
- To make it clear that all forms of bullying are unacceptable at Caldew School;
- To enable everyone to feel safe while at Caldew School and encourage students to report incidents of bullying;
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community;
- To reduce the incidents of bullying;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support children displaying bullying behaviour by changing their attitudes;
- To liaise with parents and other appropriate members of the school community;
- To ensure all members of our community feel responsible for reducing bullying.

We recognise that a whole school approach is necessary to combat bullying. All students, parents and staff should know what the school policy on bullying is and what they should do when an incidence of bullying arises. We will work with both the bully(s) and the target(s), and will continue until the matter is satisfactorily resolved.

Overall responsibility for implementing this policy rests with the Head. In practice, Deputy Heads, Assistant Heads and Heads of Year will lead anti-bullying practice and procedures, reporting to the Head.

We take bullying to be the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**, and it may take place in or out of school. Bullying can take place between students, between students and staff, parents and staff or between staff.

Both are treated in a similar manner and any act that is based upon school acquaintance will be dealt with according to this policy. It can be:

- Physical
- Verbal
- Psychological
- Face to Face
- Online

Specific types of bullying include those relating to:

- Race, religion, culture or gender
- SEN or disabilities
- Appearance or health conditions
- Sexual orientation and gender identity
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

Acts of bullying can include:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Kicking
- Hitting
- Pushing

- Taking belongings
- Inappropriate text messaging and emailing
- Sending offensive or degrading images by phone or via the internet e.g. via social networking sites
- Producing graffiti
- Gossiping
- Excluding people from groups
- Spreading hurtful and/or untruthful rumour

Cyber bullying can be defined as the use of information and communications technology and mobile devices deliberately to upset someone else. Cyber bullying that occurs while students are under the School's direct supervision will be dealt with in line with this policy. In cases where cyber bullying occurs while students are outside our direct supervision, parents will be encouraged to report these incidents to the police as criminal laws may apply.

Caldew school's approach to preventing and tackling bullying will follow the Department for Education guidance *Preventing and tackling bullying – Jan 2017* and *Sexual violence and sexual harassment between children in schools and colleges – Dec 2017*

Reporting and Recording Incidents of Bullying

Students and parents are encouraged to report bullying to any member of staff or via the anti bullying email address: bullying@caldew.cumbria.sch.uk.

Incidents are, in the first instance, referred to the student's Form tutor or Head of Year to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. All reported incidents of bullying will be recorded regardless of the outcome of the investigation, this record will be updated after the investigation, within two weeks of the initial report there will be a follow up conversation with the victim and again within the following half term to check that the bullying has not restarted. When a bully incident has been investigated and there is evidence to support the incident has happened, a notification of the incident is sent to all staff to ensure vigilance. An additional log of racist and homophobic incidents will be made and retained, in line with recommended procedures.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour. Sanctions issued to students as a result of bullying can range from Senior Leadership detentions, Afterschool detentions, Refocus or Suspension. Where bullying is persistent the sanction could be a permanent exclusion.

Relationship to other school policies

The policy to promote good behaviour must be read in the context of other relevant school policies.

Miscellaneous

- 1) Appropriate resources will be made available within the limits of the school budget to support the encouragement of good behaviour through this policy.
- 2) This will include opportunities for high quality training in all aspects of behaviour management for all staff employed by the school, for whom it is relevant.
- 3) We will work closely with all relevant and appropriate external agencies to ensure that their expertise is harnessed to promoting good and countering poor behaviour.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the governors' Student Welfare and Guidance Committee.
- 2) The Headteacher will provide the Committee with regular monitoring reports which

will help it to evaluate the effectiveness of the policy and procedures.

3) The policy will be reviewed annually and amended in the light of such evaluation and in consultation with representatives of all key stakeholders