



Behaviour for Learning Policy

Approved by:	
Approval date:	
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Review date:	January 2021

1. Purpose of policy and guiding principles

- 1.1. The Governors and staff of Castle Hall Academy are committed to providing a learning environment that will support the children and young people in our care.
- 1.2. Castle Hall Academy has very high standards and expectations of our students. The academy believes that all students have the capacity, and the right, to reach their full potential. Therefore, the policy and our practices ensure that there is an environment within the academy that is conducive to learning, so that all students of all abilities, backgrounds and needs can achieve academic excellence and prepare for life.
- 1.3. The academy's Behaviour for Learning policy reflects our vision; *To achieve academic excellence, develop character, and raise aspirations for all at Castle Hall Academy* and is underpinned by our key drivers of Heart, Mind and Communication, leading to our mission to be an academy *where hearts and minds connect*. Staff model this vision and drivers and use them in discussions and interactions with students.
- 1.4. Castle Hall Academy believes that students should be encouraged to adopt behaviour that supports learning and promotes positive relations. Poor behaviour and low-level disruption threaten the rights of students to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.
- 1.5. This Behaviour for Learning Policy seeks to encourage students to make positive choices and re-enforces those choices through rewards. The academy's rewards system, based on Achievement Points, is promoted throughout the academy through the '*5 Characteristics of Good Learning*' or the 5R's
- 1.6. This policy specifically outlines our behaviour for learning expectations, consequences for poor behaviour, and describes the steps involved in managing student behaviour.
- 1.7. For some students with special educational needs and disabilities reasonable adjustments will be made to ensure they reach their potential.

2. Links with other policies or legislation

- 2.1. This policy has a significant impact on the daily life of the academy, and as such is linked to several policies. Throughout this policy there are references to the following DfE documents, which should be read in conjunction with this policy:
 - Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion 2017
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
 - Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies. July 2017
 - DfE and ACPO Drug Advice for Schools.
 - Use of Reasonable Force.
 - Behaviour and Discipline in Schools.
 - Screening, Searching and Confiscation.
 - Ensuring Good Behaviour in Schools.
 - DfE Dealing with allegations of abuse against teachers and other staff
 - Equality Act 2010
 - Education and Inspections Act 2006
- 2.2. In addition there are a number of academy policies linked to this policy, including:
 - SEND Policy
 - Safeguarding Policy
 - Attendance and Punctuality Policy
- 2.3. The academy reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Pastoral staff

3.1. The academy Pastoral System is arranged by Year groups. Throughout this policy there are references to key staff who have responsibility for monitoring, analysing and implementing the Behaviour for Learning systems across these Year groups. These staff are:

- Headteacher
- Assistant Headteacher
- Progress Leader
- Head of Year

3.2. Heads of Year operate the day-to-day implementation of this policy and are able to make decisions to ensure a strong learning environment in the academy.

4. Provisions

4.1. Castle Hall Student Expectations

All students at Castle Hall Academy are asked to meet the following expectations:

- All students take pride in their work, environment and personal appearance
- All students will be in the academy on time daily
- All students will be in lessons on time
- Students will move around the academy in a calm and purposeful manner
- All students will follow the academy routines for entering/exiting a classroom
- All students will have the correct equipment with them at all times
- All students will wear the correct uniform at all times
- We expect a high standard of personal appearance
- Chewing gum is not allowed in school
- Students are **not** allowed mobile phones or accessories anywhere on the Academy site

4.2. Behaviour for Learning System

The Behaviour for Learning System is at the core of the academy's behaviour management policy and procedures.

4.3. Exclusions and alternatives to exclusions

Refers to the academy's policy and practices in agreeing exclusions.

4.4. Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and governing bodies.' In addition to the practice identified in the DfE guidance, Castle Hall Academy also bans any item brought into the academy with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the academy or be detrimental to academy practice. As a result, the academy is able to search students for these items.

4.5. CCTV

Castle Hall Academy reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the GDPR Privacy Notice and related legislation.

4.6. Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for Headteachers, staff and governing bodies.' All members of academy staff have a legal power to use reasonable force. This power applies to any member of staff at the academy. It can also apply to people whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or parents/carers accompanying students on an academy organised visit.

4.7. Discipline beyond the academy site

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the academy premises which pose a threat to a member of the public or a student to the police as soon as possible. If a member of the public, academy staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to an academy member of staff the Headteacher or Senior Leadership Team must be informed. In addition, if the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the academy's safeguarding policy will be followed.

- For health and safety reasons, we expect high standards of behaviour on academy residential and day trips. The academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the academy site.
- Where poor behaviour occurs when a student is travelling to and from the academy, the academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents.
- Students are expected to wear full academy uniform correctly when travelling to and from the academy and must not be involved in behaviour that could adversely affect the reputation of the academy.
- Misbehaviour on public transport will result in the academy Behaviour for Learning Policy being applied (e.g. detention, isolation, fixed exclusion, permanent exclusion). Parents/carers will always be informed when such incidents are reported.

4.8. Police

Castle Hall Academy will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Castle Hall Academy will inform the police of any intelligence that may support the police in preventing or tackling criminal activity.

4.9. Reasonable adjustments

The academy will ensure that students are provided with appropriate support to recognise their individual needs. All staff are provided with detailed information about the needs of the students in their groups, including appropriate strategies and reasonable adjustments to meet their needs, so that the curriculum can be differentiated appropriately. The reasonable adjustments could include adjustments to the Behaviour for Learning system, amending behaviour 'triggers' or extending the timeline before exclusion is considered. All students and staff will be supported to understand reasonable adjustments.

5. Governing Body Behaviour Committee

5.1. The Behaviour Committee must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination or national curriculum test.

5.2. The Behaviour Committee will comprise of three members of the Governing Body who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

5.3. The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, immediately or on a particular date.

5.4. The meeting must be convened between the 6th and 15th academy day after the date of the receipt of notice to consider the exclusion.

5.5. The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.

5.6. The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

- 5.7. The Headteacher will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
- 5.8. Within one academy day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 academy days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

6. Independent Appeal Panel

- 6.1. Castle Hall Academy has in place an Independent Appeal Panel that can be convened by the Local Authority and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Behaviour Committee. Castle Hall Academy will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Body not to reinstate a permanently excluded student.
- 6.2. Parents will be informed of their right to request a Special Educational Needs expert at the appeal hearing.
- 6.3. The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.
- 6.4. Where the Governing Body decides to uphold an exclusion they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First-Tier Tribunal who deal claims of discrimination.

7. Roles and Responsibilities

7.1. The Role of the Headteacher

- The role of Headteacher is to ensure that this policy is applied fairly and consistently across the academy.
- The Headteacher will be responsible for reporting to Governors on its performance.
- The Headteacher, will delegate to Senior Leaders, Progress Leaders, Heads of Year pastoral responsibility for behaviour management practices and procedures.

7.2. The Role of the Governing Body

- Governors will be responsible for monitoring the behaviour of students through Governors' committee meetings.
- The Governors will form a behaviour committee.

8. Monitoring and Evaluation

- 8.1. The Governing Body will evaluate the impact of this policy by receiving written data from the Headteacher in his written report each term.
- 8.2. The Governing Body will approve this policy.

Behaviour for Learning System

1) Classroom System

The Classroom System is designed to give students the opportunity to correct their own behaviour. Its principle role is to support learning by tackling and dealing with low-level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour disrupts learning and undermines the climate in the academy. This system is to be used alongside good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The Classroom System is progressive. For example, if a student disrupts their own learning or the learning of others they will receive a Verbal Warning. If the student continues to disrupt their own or others learning they will receive a Written Warning. If the student fails to address their behaviour and continues to disrupt learning they will be moved to continue their learning in another supervised room. A 30-minute same day detention will be given and

parents/carers informed. Should the student continue to disrupt learning in this removal room, they will be placed into Isolation for the rest of the day. At this point parents will be contacted and the behaviour/incident will be discussed.

In cases of persistent disruption of this kind, parents will be expected to attend a meeting with either the HOY, Progress Leader, Senior Leadership Team or any combination thereof. Until this meeting has taken place and targets for improvement in behaviour have been set and agreed by the academy and parents, the student will remain in Isolation

Note: In the cases of a serious incident occurring at any point during any lesson or the student's behaviour is highly inappropriate and may have an adverse effect on the learning and/or safety of others or themselves, HOY, Progress Leaders or Senior Leadership may accelerate to the most appropriate point in this system

2) Detention

The academy will issue a same day detention (where possible) for breach of the academy rules. Where possible, parents/carers will be notified by text message. Detentions will start at 3.30pm, Monday to Thursday and 1.25pm on Friday. A detention will be issued for the following reasons:

- Being late to the academy (30 minutes)
- Being late to lessons three times within one week (30 minutes)
- Removal from a lesson (30 minutes)
- Removal from three lessons in a week (60 minutes)
- Failure to hand in academy homework (30 minutes)
- Inappropriate behaviour during non-structured times (30/60 minutes)
- Headteacher Detention (60 minutes)
- In addition, each department will run its own detention for inappropriate or non-completion of homework. Where there is a conflict, the BFL detention system will always be prioritised.

Note: the academy will determine what is deemed to be 'inappropriate' at all times. The academy will issue a 'Headteacher's' detention where a student fails to complete their detention to the expected standard. If a student fails to attend a detention they will be placed in Isolation and a parental meeting arranged. Until this meeting has taken place and targets for improvement in behaviour have been set and agreed by the academy and parents, the student will remain in Isolation.

Note: Under DfE guidelines, schools do not have to inform or require consent from a parent/carer in order for a student to complete a detention. (Please refer to the DfE's Behaviour and discipline in schools guidance).

3) Isolation

Castle Hall Academy will use isolation when student behaviour negatively impacts on the learning and/or safety of students. Isolation will also be used when it is appropriate if the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

Students may be placed in isolation for the following reasons:

- Disruption to learning in a removal room (please see Classroom System).
- A serious incident e.g. violence, threatening, abusive behaviour.
- Truancy.
- Bullying.

Note: Students may be placed into isolation for any serious breach of academy rules.

Whilst in isolation students must meet the academy's expectations:

Students who fail to meet these expectations will be made to repeat their day in isolation on the next day. Should a student continue to display unacceptable behaviour whilst in isolation then a Fixed Term Exclusion will be issued.

After every Fixed Term Exclusion, a parental meeting will be arranged to reintegrate the student into the academy. Until this meeting has taken place and targets for improvement in behaviour have been set and agreed by the academy and parents, the student will remain in Isolation

4) Serious Breach of Academy Rules

All decisions to exclude are serious and only taken as a last resort or where the breach of the academy rules is serious.

The following are given as examples:

- Failure to comply with a reasonable request from a senior member of staff.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Classroom System'.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour that calls into question the good name of the academy.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of academy rules

5) Exclusions and alternatives to exclusions

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers' in using exclusion as a sanction where it is warranted.'

5a) Fixed Term Exclusions

Castle Hall Academy will use Fixed Term Exclusions when student behaviour seriously and negatively impacts on the learning and/or safety of students. Fixed Term Exclusions will also be used when the good order of the academy is threatened and/or student behaviour could potentially damage the reputation of the academy.

The Headteacher (and the Senior Leadership Team at the discretion of the Headteacher) may exclude for the following reasons:

- Serious breaches of the academy rules
- Repeated breaches of the academy rules.
- Refusal to engage with isolation.
- Repeated disruption whilst in isolation.

The Headteacher retains full authority to vary the length of any exclusion at any time however no student will receive greater than 45 days' exclusion in any one academic year without being permanently excluded for persistent disruption and defiance. Please note that the Headteacher also retains the right to permanently exclude a student for persistent disruption and defiance even if they have not reached 45 days. In addition, the Headteacher retains the right, to permanently exclude those students who persistently cause disruption to the learning of others.

5b) Permanent Exclusion

'A decision to exclude a student permanently should only be taken:

- in response to serious 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 students or others in the school.'

DFE 'Exclusion from maintained schools, academies and pupil referral units in England 2017

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened physical assault against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon (see definition below).
- Making a malicious serious false allegation against a member of staff.
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

The Headteacher may also permanently exclude a student for:

- Persistent disruption and defiance including bullying (which would include racist or homophobic bullying).
- Repeated possession and/or use of an illegal drug or drug paraphernalia on academy premises.
- Any serious incident which the academy deems to be of an extremist nature.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.

In addition, Castle Hall Academy also considers the following to be serious incidents which are likely to result in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse towards staff.
- Persistent disruption and defiance that may or may not be directly linked to the Classroom System.

5c) Offensive Weapons - Definition

The academy has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the academy.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher, senior leaders or the governing body to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

5d) Partial Timetable

As an alternative to exclusion a Headteacher may, in limited circumstances, make use of a partial timetable to support a student. The partial timetable will be for an agreed, fixed period of time, for example one term. In the last week of the fixed period it will be reviewed by Castle Hall Academy and parents.

5e) Student Support Panel

If a student is at risk of permanent exclusion, a Student Support Panel meeting may be convened. The panel may consist of Governing Body behaviour Committee members and/or members of staff.

6) Confiscation

Castle Hall Academy staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to academy discipline.

- Staff should hand the confiscated item to the relevant member of support staff (HOY or PA to the Headteacher) as soon as possible and complete the necessary information to; identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs, must be brought to the attention of the Senior Leadership Team immediately.
- Items confiscated by the academy can be collected by parents/carers except where the academy has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.
- The academy's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Headteacher will use his/her discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the academy reserves the right to destroy the item.
- Where alcohol has been confiscated the academy will retain or dispose of it. This means that the academy can dispose of alcohol as they think appropriate (or return it to a parent/carer but under no circumstances will this be returned to the student).
- Where the academy finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the academy finds other substances, which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the academy can dispose of tobacco or cigarette papers as they think appropriate but this will not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but will not be returned to the student.
- If a member of staff finds pornographic material, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the academy carries out its own investigation. all incidents of sexting should be referred to the designated safeguarding lead and an investigation carried out with the full involvement of the young person and their parents. The school may refer the matter to the police and/or Children's Services if the child has been harmed or is at risk of harm.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item, which is banned under the academy rules, they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the academy carries out its own investigation.

7) Mobile phone use and confiscation

Our approach to electronic devices including mobile phones, smart phones, MP3 devices, speakers and other similar devices is simple – they are not to be seen, heard or used on the academy site (including lunch and break).

Students will be fully focused on their learning, and enjoying the varied experiences the academy offers. We recognise the use of these devices when a student is travelling to and from the academy, but if a student chooses to bring a device into the academy it is their responsibility and at their own risk. Parents/carers and students should be aware of the following:

- If a student is seen using any device on the academy site it will be confiscated immediately.
- Parents will be required to pick up the device from Reception at their convenience. Reception is staffed Mon-Thu from 8.00am until 4.00pm, Fri 8.00am to 2.00pm.

In the unlikely event of a student needing to contact home, our HOY Team will provide a way for the student to do so, assuming they judge the situation to be urgent and necessary.

8) Anti-Bullying Guidance

Any persistent behaviour by an individual or group, which intimidates, threatens or has an upsetting or harmful impact on another child or group, will not be tolerated.

Academy staff will proactively gather intelligence about issues between students which might provoke conflict. We will ensure that measures are in place to encourage good behaviour and prevent all forms of bullying amongst students.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic – because of, or focusing on the issue of sexual orientation;
- Verbal – name-calling, sarcasm, spreading rumours, teasing;
- Cyber – All areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

8a) CHA anti-bullying guidance objectives

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying involves;
- All governors and teaching and non-teaching staff should know what the academy guidance is on bullying, and follow it when bullying is reported;
- All students and parents should know what the academy guidance is on bullying, and what they should do if bullying arises;
- As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported and we will draw on a range of external services to support the student experiencing bullying;
- Bullying will not be tolerated;
- Bullying outside the academy will be investigated by staff. If this behaviour is deemed criminal or poses a serious threat, the police will be informed.

8b) Guidance on the signs and symptoms of bullying

All CHA staff must be aware of possible signs of bullying and investigate or initiate an investigation by staff if a child:-

- Reluctance to go on the school / public bus;
- is unwilling/scared of walking to or from school;
- insists on being driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic) or asks to change school;
- begins to truant, internally or externally;
- becomes withdrawn anxious, or lacking in confidence;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions which are damaged or "go missing";
- asks for money or starts stealing money,
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home starving (money / lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating or loses weight;
- is scared to say what's wrong;
- gives improbable excuses for any of the above;
- is afraid to use the internet or mobile phone;
- is nervous & jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Listening and responding to students' and parents' concerns quickly and effectively is crucial.

8c) Procedures to follow

If bullying is reported, the incident should be dealt with immediately by the member of staff who has been approached. All staff should respond quickly and effectively to incidents of bullying and log a bullying incident on CPOMS.

The member of staff dealing with the incident must:

- Interview all concerned.
- Record the incident on CPOMS.
- Reassure the victim.
- Offer the victim immediate opportunity to discuss the experience.
- Offer continuous support aimed at restoring self-esteem and confidence.
- Make very clear to the bully that his/her actions are not acceptable at Castle Hall Academy.
- Find out why the bully became involved and discuss the need to change.
- Implement restorative strategies e.g. informal meetings, formal conferences.
- Inform parents(s), carer(s) of both the victim and the bully.
- Follow-up with victim's parent(s)/carer(s) to check all is well.

8d) Documentation

- Behaviour to be logged on CPOMS
- Incidents of bullying will be analysed on a half-term, term and annual basis
- All parent(s)/carer(s) will be made fully aware of the school's anti-bullying guidance on the school website. This will be reinforced at the Induction Evening for new parents and at Parents' Consultation Evenings.
- Students are made aware of their rights/responsibilities via our Personal Development Curriculum.
- Regular reminders of anti-bullying strategy for staff and students will take place throughout the school year.

Students are advised to:

- Tell their HOY, a friend, parent or other adult that they trust;
- Report incidents of bullying immediately.

8e) Who to contact in the academy

Heads of Year

Mrs C Ennis	Year 7
Mrs B Adams	Year 8
Mrs L Bonham	Year 9
Mr C Jackson	Year 10
Mrs Z Murphy	Year 11
Miss R Haigh	Safeguarding Officer

Headteacher Mr P Brook

Any incidents of bullying concerning children with SEN or disability should be highlighted to Mr S Ashraf, SENCO and Mrs S Jefferson, Assistant Headteacher for monitoring purposes.

8f) Monitoring, Evaluation and Review

The Academy will review this guidance annually and discuss its implementation and effectiveness at staff meetings and with the Student Council.