

Student Discipline (Including Anti-Bullying) Procedure

Pastoral Care: Vertical Tutor Groups

Care for students operates on a strong and effective House system which provides a high level of support for all students. Each House has a team of group tutors led by a team of two Directors of Learning and a Progress and Achievement Leader. Students remain in the same Tutor Group throughout Years 9 – 11 with the same tutor as far as possible. This provides a level of continuity and stability essential for the well-being of students.

Pastoral Support Team

A team of three staff support students and parents in all aspects of school life.

Attendance Monitoring

It is the responsibility of the school and parents to promote regular and punctual attendance at school. There is an Attendance Officer to each House who works closely with the Progress and Achievement Leader to check the attendance of all students. The Attendance Officer contacts parents as quickly as possible when monitoring the attendance of individual students. There is also an Education Welfare Office based on the school site who provides help and advice to students and their families. She provides a vital link between home and school.

Induction for New Students

A rigorous and well-established liaison process with our partner middle schools ensures that we make the transfer from middle to high as smooth as possible for students. Key to this process is the induction period of 2 days in July. During this time the Year 8 students join us at Carisbrooke and undergo a timetable of lessons and activities specially designed to allow them to get to know the school, staff and other students.

Mentoring

A peer-mentoring scheme run by Sixth Formers exists to support new students during their first year in school. The Sixth Form members work with and support young students in tutor time.

Student Voice

Each Learning Area has student voice group which meets regularly. Students are encouraged to give their opinions on a range of issues in the school. This is supported by the house and school councils.

Provision for Looked After Children

A register is kept of these students who are currently in foster care or are in the care of the Local Authority. It is incumbent on the school to make extra provision for the monitoring of the provisions where deemed necessary for those students in school. Carisbrooke High School liaises with the Officer for Looked after Children and other professional to try to ensure the best education provision for these students.

Multi-Agency Working

Carisbrooke High School aims to maintain a good network of agencies in the local area and to work closely, when required, with agencies such as the Social Services, Connexions, Youth Offending Team, Health Services, Policy and other community groups.

Behaviour Support

A wide range of support is offered for students with learning or behavioural difficulties in the school. This support comprises a team of specialist staff who enable student to receive extra help in school through: in-class support; teaching in smaller classes; withdrawal from classes for periods of help; counselling; enrichment activities and group work.

DEALING WITH BULLYING

Bullying has been defined as 'the wilful, conscious desire to hurt, threaten or frighten someone'. It often results in the victim becoming miserable and developing low self esteem. It can have a great impact on attendance and achievement. Bullying can take many forms: what one person calls bullying, others may think of as 'just a game'. It can be short or long term, verbal, physical, psychological, overt or subtle.

Reactive procedure following a bullying incident that will be followed by the school:

When bullying does occur:

- The incident will be investigated thoroughly and dealt with in a firm and sensitive fashion.
- The school's stance is bullying will not be tolerated.
- Victims of bullying will be made confident of support.
- Aggressors will be helped to recognise that their behaviour is unacceptable.
- Problems will be resolved using a variety of strategies depending upon the particular circumstances.

If a student is being bullied advice should be:

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After they have been bullied advice should be:

- tell a teacher or another adult in school
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- use the peer support service
- don't blame yourself for what has happened

Staff will be clear about:

- what has happened
- how often it has happened
- who was involved
- who saw what was happening
- where it happened

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

If it is difficult to talk to anyone at school students can ring

ChildLine: Freephone 0800 1111, or write, Freepost 1111, London N1 0BR.
The phone call or letter is free. It is a confidential helpline.

The school has a number of Proactive support systems to reduce bullying.

The aims of the systems are:-

- To help students develop, extend and practise the skills they need to cope responsibly in a society.
- To emphasise the school's focus upon personal safety, personal health and individual responsibility.
- To contribute actively to raising and maintaining high self-esteem in students.
- To identify sources of further information and reliable support.
- To develop positive values and a moral framework that will guide students' decisions, judgements and behaviour.
- To help students understand the consequences of their actions and behave responsibly within relationships.
- To ensure that students can communicate effectively.
- To ensure that students can access confidential advice and support.

The support systems include:

Relationships Education

Year 9 – Students work through a programme based around building positive relationships. They discuss the values and consequences of positive relationships in contrast to negative relationships. They discuss the potential harm that may result from repeated, deliberate and hurtful behaviour that a young person may experience. Students discuss bullying and try to come up with a common definition, they identify different forms of bullying (usually under the three main headings: physical, verbal and indirect) and then they suggest appropriate ways of dealing with the bullying. They are encouraged to empathise with the bully and the victim in order to work out effective ways of dealing with the situation. Students work through ways of dealing with conflict and appropriate ways of resolving it. They work on ways of being more assertive and use role-play to try out these techniques. Students are made aware of the methods the school uses in tackling issues of bullying and of the help-lines and websites that provide support.

Year 10 – students are prepared for their work experience placement and are encouraged to consider health and safety issues that may affect them. They discuss issues of bullying in the workplace, appropriate ways of dealing with these and what their rights are.

The work is carried out in the students PSHE/ Citizenship lesson by specialist staff. It is supported by staff from Health Promotion and by visiting theatre groups.

The techniques used to teach this material are discussion, debate, written work, role-play, Internet information finding and presentations. Leaflets are available to students in lessons, in the Connexions base and in the listening room. They provide information and advice for students and parents.

Assemblies – regularly reinforce the anti-bullying message and emphasise the need for co-operative relationships.

Information is available for pupils and parents and their families on request. A leaflet is available to Year 9 students, which has been designed and written by a group of current Year 9 students.

The **Connexions** service has been set up and part of this is a commitment to provide advice/ information centres for young people.

The youth service is available for students once a week to discuss issues

The school nurse provides a once a month **drop in service** for young people to discuss issues relevant to them.

A **Peer Mentoring Scheme** exists to provide support for students making the transition from middle to high school. Students from the 6th form are trained to become mentors and are then paired up with students for whom the transition could be a problem i.e. if they experienced bullying, are socially isolated or find building new relationships difficult. Mentors are available through the academic year for students who experience relationship problems once they are at Carisbrooke. They provide a listening service for the students and are trained in issues to do with child protection.

Secure **feedback boxes** are available around the school for safe complaining. They have been provided for and are monitored by the School Council.

Safe places exist for students to go during lunchtimes i.e. the LRA, room 6 and the Guidance Centre.

We encourage students to take an active role in the school particularly through the **school council** and hope that through this they feel that they have some influence in what happens in the school community and therefore will be more likely to feel that staff will listen to them and address the problem.

Liaison with other schools

Middle school liaison meetings where policies are shared and possible vulnerable students identified for mentoring support. Bullying is discussed with Year 8 students in the Year leaders' visits to middle schools, prior to entry into Carisbrooke. It also forms part of the Induction Week in July.

Monitoring and Evaluation

- Parents and students will be asked to complete a questionnaire.
- Student self-evaluations.
- House and School Council.
- Discussion with Progress and Achievement Leaders.
- Discussion with the Youth Trust and the facilitators of the 'Drop in' sessions regarding questions that are coming up regularly that could be relevant to everyone and should be covered in the lessons.
- Any relevant reports/comments from OFSTED.

Supplement:-

Parent leaflet (that should be given out as part of a discussion)