Reddish Vale High School

Positively changing lives through personal growth and academic excellence

Whole School Behaviour and Anti-Bullying Policy

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RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

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This Policy should be read in conjunction with other related policies including:

- Safeguarding and Child Protection Policy
- Attendance Policy
- Equality and Diversity
- SEND Policy
- E- Safety policy including responsible use of social media
- Keeping Children Safe in Education
- Health and Safety Policy

Legislation and Statutory Requirements

In drawing up this policy, reference has been made to the following documents:

- Behaviour and Discipline in schools DFE Latest Version
- Keeping Children Safe in Education DFE Latest Version
- Searching, Screening and Confiscation at school DFE Latest Version
- The Equality Act 2010
- Use of Reasonable Force in schools DFE Latest Version
- Supporting Pupils with Medical Conditions at school DFE Latest Version
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including pupil movement Latest Version
- Special Educational Needs and Disability (SEND) code of practice. DFE Latest Version
- Section 175 of the Education Act 2005, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Vision and Values

The school vision is **"Positively changing lives through academic excellence and personal growth"** underpinned through the core values of; **Respect, Aspiration, Determination, and Independence**. This policy is based upon an ethos that generates a positive environment for those that work and learn within it. It sets out the expectations of behaviour at Reddish Vale High School and its approach in ensuring that all pupils and staff are safe and able to thrive. Central to this ethos is the promotion of positive language and positive behaviours encouraging pupils to make the right choices, the chance to amend poor behaviour and that failure to meet behaviour expectations leads to consequences.

General Principles

At Reddish Vale High School, we seek to create an environment which encourages and reinforces good behaviour, removing any barriers that might prevent our pupils from achieving excellent academic results and having successful, happy lives. The Behaviour Policy at Reddish Vale High School is based upon an ethos that generates a positive environment for those who work and learn within it. This is underpinned by the highly effective management of pupil behaviour, alongside pupils' effective self-management of their own behaviour. Central to this ethos is the promotion of positive language, and positive behaviours through a process of pupils making behaviour choices, being offered a chance to modify behaviour and understanding the consequences of poor behaviour. We promote personal responsibility and the fact that behaviour is a choice through the language of chance, choice, conversation and consequence.

We have high expectations, and will support every pupil to meet our expectations. Whilst sometimes this may be challenging, we expect our pupils to demonstrate good behaviour and positive attitudes at all times. If they do this, their hard work will be recognised. However, where behaviour falls below our expectations, a sanction will be issued, with a follow up restorative conversation or intervention where appropriate. This provides the opportunity for the pupil to reflect and take the necessary steps to improve. We believe that young people must develop self-discipline and be given opportunities to make the right choices and in doing so, each pupil will

thrive at our school, the wider community and develop the skills they need to be successful.

All pupils, staff, parents/carers and visitors have the right to feel safe at all times and should always have mutual respect for one another. Lessons should be free from disruption and inclusive for all pupils so that they can focus on learning and have the confidence and resilience to participate and engage.

We believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. We also believe that meeting high standards of behaviour during the school day will have a positive effect on the lives of pupils outside of school, encouraging them to become valuable members of the community.

Policy Implementation

In applying this policy, the positive behaviour management of our pupils will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its Safeguarding Policy where appropriate.

School staff will act appropriately whenever a pupil's actions could have repercussions for the orderly running of the school, poses a threat to another pupil, themselves or member of the public or could adversely affect the reputation of the school. All staff are to implement the policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour. The senior leadership team of the school are to ensure all staff adhere to the Behaviour Policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

In order to create an atmosphere of mutual respect and tolerance in which all members of our school community can flourish and achieve their potential, all pupils are responsible for meeting certain behaviour expectations; during school hours, in classrooms, in corridors, in the playground, during pre and post School activities, on school trips or visits, journeying to and from school, and during times where an issue within the community can impact on School life

Aims

The aims of the behaviour policy are to:

- Provide a safe, secure and orderly environment where all members of the school community can flourish, thrive and feel a sense of belonging and fulfil their potential in keeping with the school core values
- Ensure that behaviour management is applied fairly and consistently across the school
- Promote a positive environment of praise, reward, celebration and encouragement of good behaviour
- Promote self-discipline, regard for authority and a fair, safe learning environment for all
- Promote and assist the social, moral, spiritual and emotional development of pupils
- To ensure a calm, productive atmosphere that is conducive to learning
- Support pupils in making informed choices regarding behaviour helping them to understand that actions bring consequences, both positive and negative, and to help pupils learn to be responsible for their actions
- To swiftly identify pupils whose behaviour may adversely affect their learning, and to act quickly and positively to rectify the situation

- Monitor and provide information regarding behaviour incidents, action and impact based on data
- To work actively against behaviour that damages the inclusive ethos of the school
- Monitor, challenge, record and address effectively and appropriately any incidents arising to enable teachers to enjoy delivering high quality teaching and learning in the classroom.

To achieve these aims we will:

- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate positive behaviour and reward
- Involve pupils in discussion/ decision making around expectations; such expectations will be agreed and displayed in all classrooms as a reminder to pupils – these may be subject to review by the pupil council periodically
- Encourage a positive relationship with parents; ensuring that all parents are aware of expectations which will be shared in the home/school agreement and agreed by both parties
- Engage parents at every opportunity by phone, interview, email etc. so that both school and home can work together to support pupils in behaving appropriately and in a way that does not impact on achievement or safety
- Support and empower class teachers to promote and maintain positive behaviour for learning in their own classrooms. Setting the scene for positive behaviour, meeting and greeting, being positive role models, applying praise and sanctions consistently
- Support teachers in planning and adopting a formal start to the lesson and providing differentiation or scaffolding for pupils of all abilities in order to minimize disengagement
- Ensure that all stakeholders and members of the community are consulted on the development, review, evaluation and impact of relevant behaviour improvement plans, procedures and policies
- Employ systems to maintain a high standard of behaviour and respect for others throughout the whole School
- Provide analysis in order to ensure all pupils (including micro-populations) are being well supported in displaying behaviours in keeping with the school's ethos and expectations
- Where there is a cause for concern identified by data analysis, put appropriate support/intervention in place and use data to monitor the effectiveness of those interventions
- Ensure that any incidents of discrimination/unacceptable behaviour are recorded, monitored and addressed appropriately and that perpetrators and victims receive appropriate intervention and support

Promoting Positive Behaviour Expectations

At Reddish Vale High School we promote, celebrate and reward positive behaviour. All pupils are expected to demonstrate good behaviour and positive attitudes to learning in keeping with our school core values;

Respect – positive behaviour that displays respect, manners, courtesy and a polite attitude towards self, peers, adults, environment and the community.

Aspiration – behaviour that shows ambition, drive and desire towards ambitious goals and objectives.

Determination – behaviour that displays strength of mind, character and will power to take on a new challenge or finish what they start, whether academic work, membership of a team or participation in an activity.

Independence – behaviour that displays a growing level of self-discipline, demonstrating an ability to make the right choices, work alone and complete tasks to a high standard.

Rewards

Rewards are given for excellent or improved; attendance, work, homework, effort, manners, respect, kindness, leadership, service, teamwork and participation. Rewards are presented in the form of:

- RADI Reward Points

- Bronze, Silver, Gold and Platinum membership certificate and badge
- Verbal praise
- Certificates
- Vouchers
- Rewards trips and events
- Positive texts or phone calls to parents / carers
- Positive conduct card points
- Letters/Postcards home
- Whole staff praise recognition
- Entry to raffles for significant prizes
- Termly reward assemblies
- Cake with the Headteacher
- Recognition for additional responsibilities e.g. prefect/leader, student council
- Invitation to presentation evening
- Any additional reward incentive drives

RADI points are collated and certificates awarded for achieving targets. All staff are given a minimum target allocations of RADIs to award each week and are encouraged to use this.

Conduct Award Targets

	Bronze	**Silver**	**Gold**	**Platinum**
Year 7	150	300	500	800
Year 8	150	300	500	800
Year 9	100	250	400	700
Year 10	100	250	400	700
Year 11	100	200	300	600

Defining Negative Behaviours

Where pupils fail to meet expectations of behaviour or exhibit poor, unwanted or serious misbehaviour as outlined within this policy, sanctions will be applied. A consequence is an outcome that arises as a direct result of the way we act. Pupils are in control of their own actions and if they have chosen to act in an unacceptable manner, these actions will be the catalyst for the consequence to be given. Pupils are encouraged to take responsibility for their own actions and to comply with any sanctions imposed. A graduated approach is applied in line with the nature and seriousness of the infringement.

Examples of unwanted Low/medium poor behaviours include;

- Lateness to the lesson without a valid reason
- A lack of essential equipment which prevents them from engaging in the lesson

- Incorrect uniform
- Disrespectful behaviour; shouting out, talking over the teacher
- Failure to follow basic school rules
- Failure to follow instructions
- Failure to engage in the learning process, complete classwork or homework
- Displaying behaviour that prevents other pupils from learning
- Mobile phone on display
- General defiance
- Late to school

Examples of more serious unacceptable behaviours include;

- Repeated breaches of school rules and expectations
- Repeated and deliberate defiance
- Verbal abuse / threatening behaviour against an adult or pupil
- Threatened / actual physical aggression against an adult or pupil
- Leaving class without permission
- Repeated refusal to follow a reasonable request
- Refusal to leave the classroom
- Damage to equipment / property
- A mobile phone being seen or heard on the school site
- Smoking/Vaping
- Bullying
- Racism, sexist, homophobic or discriminatory behaviour
- Theft
- Truancy including leaving lesson without permission
- Drug and alcohol related incidents
- Possession or distribution of any prohibited items
- Serious breach of ICT code of conduct
- Bringing the school into disrepute

This is not a definitive or exhaustive list (Please see appendix for further details)

Serious, illegal or criminal incidents will result in a formal referral to the Police.

Consequences and Sanctions

The school will apply one or more of the following sanctions in response to poor behaviour. A graduated approach may generally be applied in line with the nature and seriousness of the infringement. In extreme or serious situations it may be necessary to rapidly escalate to enforcing higher sanctions.

- Verbal Warning
- Unstructured time detention
- Removal to the Additional Support room until 4pm
- 10-minute punctuality detention
- 30-minute punctuality detention
- 60-minute punctuality detention
- HOY/HOD escalation

- SLT escalations
- Removal of social time for an extended period
- Confiscation of item/s
- Reflect Room
- Community service
- Step out provision
- Letters or phone calls home
- Alternative provision out of school, short or long term
- Meeting with the Governors Discipline Panel
- Off-Site Direction
- Referral to Highfields Inclusion Partnership
- Suspension
- Permanent Exclusion

Interventions and Support Strategies

At Reddish Vale High School, we employ a range of strategies to educate pupils around positive behaviours, through; the curriculum, PSHE, extra- curriculum, form time activities, assemblies, external speakers and workshops. Where there are incidents where pupil's behaviour causes concerns despite educational and preventative practices, they will be offered a range of support. The support that is appropriate or available will be discussed on a case-by-case basis by the pastoral team or SEND team.

Examples of support strategies are;

- Behaviour modification programme
- Restorative justice meeting
- Report (Tutor/Pastoral Intervention Manager/HOY/SLT/Inclusion Behaviour Plan/Pastoral Support Plan/ Positive)
- Anger management support
- Creative well being
- Lego therapy
- Pastoral mentor support
- Peer mentors
- Parental meeting
- Behaviour contract
- Smoking agreement
- Searches
- Referral to SEND assessment
- Ed Psych referral
- Early Help Assessments
- MOSAIC – Drugs and Alcohol Service
- Sign post to services; KOOTH, Barnardos, Young Carers, BeeU, Reach
- Referral to external agencies: Police, Youth Offending Services, Social care
- CEIAG support
- Alternative provision out of school, short or long term
- Off-Site Direction

- Referral to Highfields Inclusion Partnership
- Referral to Pendlebury SEMH Provision
- Involvement of the Youth Offending Team (YOT)

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole- school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing Behaviour

The language of chance, choice, conversation and consequence

Behaviour points should be issued in response to a failure by the pupil to meet the simple, fair classroom and school expectations. The consequences are explicit and well-reasoned, so that pupils are clear which expectations have not been met and what needs to happen to improve the situation. In all situations, the notion of 'certainty over severity' is paramount. Staff will always adopt a same-side approach to resolve situations and be consistent with application of the school behaviour culture approach and the issuing of whole-school rewards and sanctions.

Chance- If a student fails to uphold the Academy values, they will be challenged by the class teacher by issuing a chance. Staff will identify the behaviour and explain that the behaviour is unacceptable. Students will have a chance to improve to avoid escalation.

Choice- If the behaviour persists there needs to be further clarity surrounding the expectations. Students will be given two clear chances- one which outlines what will happen if the behaviour persists and one indicating the benefits of choosing to follow teacher advice.

Conversation- If the behaviour persists and the student continues to breach the Academy values, then they will be challenged by the class teacher using the language of choice and consequence. On-call support is requested so that a different member of staff can support the teacher and student with the aim of them changing their behaviour and remaining in the lesson.

Consequence (removal from lesson)- If the behaviour persists and their behaviour is having a negative impact on other students, then the student will be removed from general circulation until 4pm. At this stage the teacher has exhausted all strategies to engage the students with their studies.

On-Call Support and On-Call Removal

On-call support is requested once a teacher has given a chance for the pupil to improve their behaviour, followed by a clear choice to support the pupil in improving their behaviour however the pupil continues to not comply. The teacher will apply an in-class adjustment until on-call support arrives. The on-call staff will arrive at the room and speak to the student to reset them and give them the opportunity to return to the class and make a better choice.

Should the behaviour continue after the On-call Support has been requested, the teacher will request on call removal and the pupil will be picked up and placed in the Additional Support Room.

Detentions

The Education Act 2011 states that the school are not obliged to provide any notice in relation to a detention being issued and in some situations it may be that a "no notice detention" will be issued. Furthermore, in law, the school does not have to inform parents why a detention has been given, however as a matter of school policy we will always try to give the reasons behind a detention. We aim, in all circumstances, to notify the parents of a detention and this is normally done by phone call or text. Where possible, the teacher issuing the detention will contact parents to discuss the reasons why the detention was issued. Parental permission is not required provided staff have considered:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention; and
- Any travel arrangements

Whole-school centralized detentions will take place at the end of the school day at 3.00pm. This will take place under the supervision of SLT and pastoral support staff and will finish at 4.00pm. We operate a same-day sanction approach for the following infringements:

- Removal from a lesson following chance, choice, conversation and consequence;
- Truanting a lesson;
- Refusing to follow a reasonable instruction from a member of staff, saying 'no' or 'shut up' or walking away;
- Disruptive behaviour during unstructured time;
- Refusing to hand over a mobile phone to the on-call staff if it is seen or heard;
- Receiving 3 on-call support conversations in a single day.

Pupils talking, displaying negative behaviours or entering or leaving the detention in an inappropriate manner will fail their detention and will escalate to a RR sanction the following day. Students who refuse to take responsibility for their behaviours, despite the support of multiple members of staff and fail to attend the AS room will be referred for a suspension from school. We use fixed-term suspensions as a last resort. Parents/carers are informed of the detention during the day. Safeguarding risks are factored into the issuing of same-day detentions.

Reports, Behaviour Contracts and Governor Panels

Pupils may be placed on report to a designated member of staff where issues around behaviour, attendance and/or punctuality continue to fall below the school's expectations. Where pupils do not meet

the specific targets set and outlined on the report card they may face further disciplinary action, a consequence of a loss of social time, detention, isolation, suspension and/or and step-out placement may be initiated.

There are different levels of report card used to promote positive behaviour -

- Form Tutor
- Pastoral Intervention Manager
- Head of Year (alongside an Inclusion Behaviour Plan)
- Key Stage Inclusion Leader
- SLT (alongside a Pastoral Support Plan)
- Positive
- Return from Suspension

Parents will be informed when their child has been issued with a report card and are involved in the whole process of managing behaviour. Parents are regularly kept informed by telephone, meeting, email or letter. The chool keeps records of parental phone calls and parental meetings for monitoring purposes.

Where a pupil's behaviour fails to improve following repeated intervention, parents and pupils will be asked to sign a behaviour contract which sets out agreed actions and targets for improvement.

If a pupils' behaviour continues to decline and they are not responsive to support or interventions, they may be referred to a Governors' Behaviour Panel. A Governors' Behaviour Panel will include a governor, an SLT member and a member of the pastoral team; this discussion will be in relation to changes that need to be made to secure a pupil's long term successful future at the school. Pupils attending Governor's Behaviour Panel will be monitored to review targets and actions within an agreed time frame.

Internal Reflection Room

The internal Reflection Room allows disruptive pupils, or those failing to adhere to standards, to work away from their classmates for a limited period. The decision to use this sanction is taken by the pastoral team or senior leadership team. The pastoral team will endeavour to inform parents in advance, although they are not required to do so. When in the Reflection Room the day begins at the school start of day time and ends at 4.00pm.

When in the Reflection Room, pupils will complete a reflection sheet with the Behaviour Intervention Manager on arrival to the Reflection Room followed by classwork and homework as set by their class teachers and will receive support from the Behaviour Interventions Manager or pastoral team in relation to their behaviour and their choices. Where intervention is put into place this will be reviewed regularly. Intervention will also be monitored closely in order to ensure impact and effectiveness.

Parents removing pupils because they do not agree with disciplinary decisions taken by the school should be aware that absence in this case is unauthorised. Should this be the case the school attendance team will respond as in any other case of unauthorised absence. Should pupils be absent for any reason when a disciplinary action is planned this will be completed on their return to school. Pupils can be referred to the internal Reflect Room as a consequence of a class removal or booked in based on requests from SLT, HOY and Key Stage Inclusion Leads using Behaviour Policy criteria. Length of time will be agreed beforehand– it may be for a half day, a series of lessons, a full day, or longer in more extreme cases.

Expectations whilst in the Reflect Room -

- Pupils complete subject specific work, numeracy, literacy and behaviour modification work provided by class teachers and the Reflection Room supervisor
- If pupils display negative behaviour whilst completing the sanction, they will be required to repeat the day or may escalate to a suspension
- Pupils are escorted to the toilet and for breaktime and lunchtime as a movement break from the Reflection Room
- Pupils do not talk to other pupils within the Reflect Room
- Mobile telephones will be removed from pupils prior to their placement in the Reflect Room and stored in the safe
- Pupils will not be permitted to eat or drink other than at allocated times during time in the Reflection Room
- Packed lunches must contain foods that comply with the Healthy Schools Agenda
- Food/drink items that are not deemed suitable will be confiscated by staff

Pupils who are repeatedly issued with a Reflection Room referral may escalate to repeated time in the Reflection Room, a step-out to another school, suspension, Governor's Discipline panel, alternative provision and potentially a permanent exclusion.

Suspensions

The school aims to keep suspensions to a minimum. The Headteacher can suspend any pupil for one or more fixed periods of time (up to 45 days in any one academic year), but for no longer than 5 days for each individual suspension.

Pupils may be suspended for any incidents which compromise the physical or emotional wellbeing of other pupils, school staff or visitors, persistently disrupting the learning of other pupils, intimidation/bullying or persistent defiance and disregard of school rules. Pupils may also be suspended for a single serious incident at the discretion of the Headteacher.

For all suspensions of this nature, the parent/carer will be informed of the reasons for the suspension and the number of days. Pupils will be provided with work to complete at home for the suspension period. During this time, they should not be seen in a public place during school hours and not present themselves in the vicinity of the school gates. Reintegration meetings will take place between pupils, parents and Heads of Year/SLT in relation to any suspension in order to discuss ways in which pupils can improve their behaviour as part of the re-admittance process. They will spend one period in the Additional Support room on return to school where they will experience a transition session with the senior leader on duty in the room.

Pupils who are suspended will also work with the pastoral team on improving their behaviour and making correct choices in the future through the use of a return from suspension report. Where intervention/support is put into place this will be reviewed regularly, and monitored closely in order to ensure impact and effectiveness. This procedure promotes our drive to raise Attendance and Inclusion, whilst creating the perfect platform for pupils to learn and teachers to teach.

Pupils may be suspended for a variety of reasons:

- An incident that is a serious breach of the behaviour policy
- An incident that presents a serious safeguarding threat

- Repeated incidents of unacceptable behaviour

Pupils with two or more fixed term exclusions will be referred to the Governors Discipline Panel.

Permanent Exclusion

A permanent exclusion may be given;

- In response to a serious breach or persistent breaches of the School Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Pupils may be permanently excluded from School for ongoing disruption of other pupils learning and repeatedly impacting on pupil's wellbeing or progress, where pupils and parents have been informed previously and pupils have been unable to modify behaviour in response to support received or any other disciplinary procedure.

There will however be exceptional circumstances where it is considered appropriate to permanently exclude a pupil for a first or one-off offence. These might include:

- Serious actual or threatened violence against a pupil or members of staff
- Physical assault
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon e.g. Knives, weapons, fireworks
- Intimidation, bullying or serious assault

Permanent Exclusion can be the result of a severe breach of our school's rules or Behaviour Policy. Each incident is investigated on an individual basis. The Headteacher will make the final decision regarding permanent exclusion.

A decision to exclude a child permanently will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies and should normally be used as a last resort. However, a pupil can be permanently excluded for a one-off serious incident as described above.

Alternative Provision or Managed Moves may be considered immediately for a serious incident and may also form part of a previous strategy if this is the best support for the pupil and all parties are in agreement with this.

If it becomes necessary to permanently exclude a pupil, the Headteacher will consult the Chair of Governors, notify the parent in writing of the exclusion, and advise them of the next steps and their right of appeal.

At each stage, the LA will be kept fully informed.

The Exclusion section of this policy is reviewed in line with the current Department for Education document 'Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England,

including pupil movement Latest Version

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Prohibited or Banned Items

A search can be considered if the member of staff has reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object. Confiscated banned items do not have to be returned.

Furthermore, drug testing may be undertaken in instances where it is suspected that a pupil may be under the influence of a prohibited substance.

Regular daily standards checks may be carried out at the school gates for the following reasons:

- Safety – to ensure that illegal or dangerous items are not brought into school
- Healthy schools agenda- no more than one unhealthy snack permitted
- Wellbeing- aerosols can be harmful to pupils with asthma and have been banned
- Maintaining standards and expectations and removing social barriers that are caused through image and appearance- uniform, makeup, equipment, presentation etc.

Prohibited Items/accessories

- Knives or Items considered as weapons
- Alcohol
- Illegal drugs and substances
- Stolen items
- Tobacco and cigarettes, cigarette papers and lighters / E-Cigarettes
- Fireworks
- Pornographic / Inappropriate images – including on mobile phones or other devices
- Mobile phones (Must not be in use or on display)
- Aerosols
- Make up; nail varnish, nail extensions
- Fake eye lashes
- Jewellery
- Trainers(except for PE)
- Hoodies
- Inappropriate hairstyles unnatural hair colours, coloured extensions or pattern cuts
- Laser pens
- Chewing Gum
- Fizzy/energy drinks
- Unhealthy foods- exceeding 1 regular size snack
- Any item that a member of staff suspects is inappropriate, has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of any person
- The school reserves the right to respond to the changing nature and types of banned items if we feel they pose a risk to the welfare and safety of staff and/or pupils.

Jewellery and body piercings

- No jewellery may be worn to school, including earing, nose studs, facial or body
- All jewellery and body piercings will be confiscated by staff, locked away and collected at the end of the day.

Makeup

- Make up should not be worn; lipsticks, mascara, thick eyebrows, highlighter, false eyelashes, false nails and nail varnish are not permitted
- Make up will be removed and confiscated

Unhealthy Snacks

In order to promote a healthy lifestyle, unhealthy foods and snacks are limited to one regular sized snack for personal consumption.

- Fizzy/Energy drinks are banned and will be permanently removed and confiscated
- 1 regular sized unhealthy snack is permitted including; sweets, chocolate, crisps additional or oversized items will be confiscated and not returned
- Chewing gum is banned.

Aerosols

Following advice from Asthma UK, Reddish Vale High School is an aerosol free zone. Pupils are not permitted to use aerosols in school, if found they will be confiscated and disposed of.

Mobile Technology

Mobile phones, earphones and other forms of mobile technology are not allowed to be used or visible at any time in school and are required to be kept completely out of sight until pupils leave the school site.

- Mobile technology and earphones visible or in use will be confiscated until the end of the school day
- Repeated use or visibility of mobile technology will be confiscated until collected by a parent/carer
- Refusal to hand over confiscated mobile technology is referred to the on-call team. Refusal to hand over the item will result in removal to the AS room until 4pm where it is expected the phone will be handed to the staff on duty. Failure to submit a phone may result in a suspension from school.
- Telephone calls should never be made in school time and the sending and receiving of texts or use of social media is also prohibited
- Pupils are not permitted to access social media, record, send or receive videos and photographs
- Pupils wishing to contact parents/carers should contact their appropriate Year Team and likewise parents/carers should refrain from contacting pupils directly, and ring the main switchboard
- Where electronic devices are found to contain data or files which have been or could be used to cause harm or disrupt lessons, the Headteacher/authorised staff have statutory power to delete data or dispose of it

Smart Watches

- Pupils are not permitted to wear smart watches at school
- Smart watches will be confiscated and returned at the end of the day
- Repeat offenders may face escalation of detention/ Isolation and/or suspension /Exclusion and will not have items returned until collected by a parent/carer

Weapons and Fireworks

Reddish Vale High School operates a zero-tolerance approach in relation to fireworks and weapons, therefore all weapons and fireworks are banned from school regardless of intentions to use. In law fireworks such as ‘bangers’ etc. are classed as firearms.

- Any pupil found in possession of a bladed article or weapon (including replicas) of any type or size could face Permanent Exclusion. At the very least, he/she will receive a suspension.

- All pupils found in possession of a bladed article or weapon (including replicas) will automatically be referred to the Police and will be dealt with accordingly. In law fireworks such as 'bangers' etc. are classed as firearms. Reddish Vale High School operates a zero-tolerance approach in relation to fireworks and weapons.

Smoking

Reddish Vale High School is a no smoking site and as a result operates a strict no smoking policy. This includes within the school buildings and grounds as well as on the way to and from school, while wearing school uniform.

- Pupils found in possession of vapes, cigarettes, e-cigarettes and/or lighters will have the items confiscated and disposed off
- Pupils found to be smoking or in the company of smokers in school will be issued with an Isolation and be required to sign a no smoking agreement
- Repeat offenders may be issued with a suspension and will be referred to smoking support agencies

Drugs/Prohibited Substances

Drugs and illegal substances are not permitted in school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHCE programme and the school will also involve outside agencies such as drugs education charities. Pupils involved in any drug related incident will be required to attend a Governors Drug Panel, be referred to a drugs counsellor, be subject to regular random searches and a referral made to the Police to be dealt with under the Misuse of Drugs Act.

- Pupils found in possession of illegal substances will on the first occasion automatically receive a minimum of a suspension and may face permanent exclusion.
- Pupils found supplying or distributing illegal substances and or any items deemed to be drug paraphernalia face Permanent Exclusion.

Confiscation of Drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy. We retain the right to request the support of police to conduct a search if pupils refuse to co-operate.

The Law Relating to Searches

The school has a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may have a prohibited item, or any item identified within the school's behaviour policy as an item that may be searched for. Searches will only be carried out by the Headteacher or a member of staff who has been authorised by the Headteacher to undertake searches. At Reddish Vale High School, authorised members of the Pastoral Team may conduct such searches.

Prohibited items include:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Vapes and e-cigarettes;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person; and
- Any item banned by the school rules and identified in the behaviour policy as an item that may be searched for.

Before a Search

Before carrying out a search, the member of staff should explain to the pupil why the search is necessary and seek the pupil's co-operation wherever possible. Staff should consider any factors that may affect the pupil's response, including age, understanding, communication needs, SEND, previous experiences, trauma, mental health needs, or safeguarding concerns.

If a pupil refuses to co-operate, staff should consider the reasons for the refusal and seek support from an appropriate senior leader, the Designated Safeguarding Lead (DSL), Deputy DSL, or another pastoral leader where appropriate. The pupil should be appropriately supervised while a decision is made regarding the next steps.

A refusal to co-operate may be dealt with in accordance with the school's behaviour policy. However, staff should take account of any underlying safeguarding, SEND, communication or mental health needs before applying sanctions.

Conducting a Search

A search of a pupil's person must be undertaken by a member of staff who is the same sex as the pupil and, wherever possible, witnessed by another member of staff who is also the same sex as the pupil. Searches should take place away from other pupils and in a manner which protects the pupil's dignity, privacy and wellbeing.

A limited exception applies where the authorised member of staff reasonably believes that there is a risk of serious harm if the search is not carried out immediately and it is not reasonably practicable to summon another member of staff or a member of staff of the same sex. In such circumstances, the search may proceed without these requirements being met.

Staff may search:

A pupil's outer clothing;

Bags;
Lockers;
Desks; and
Other possessions under the pupil's control.

Staff must not conduct intimate searches or require a pupil to remove clothing other than outer clothing. Any search involving the exposure of intimate body parts constitutes a strip search and may only be conducted by police officers in accordance with statutory safeguards. School staff must not undertake strip searches.

After a Search

The member of staff must ensure that any prohibited, illegal or harmful item found is dealt with in accordance with DfE guidance and, where appropriate, police advice. Consideration should be given to any safeguarding concerns identified during or after the search and appropriate action taken, including referral to the DSL where necessary.

The school will maintain a written record of significant searches, particularly where prohibited items are found, force has been used, there are safeguarding concerns, or a pupil has been searched against their wishes. Parents/carers will normally be informed of any search for a prohibited item and of the outcome of that search, unless there are safeguarding reasons why doing so would not be in the child's best interests.

Screening

Screening can help provide reassurance to pupils, staff, parents and visitors that the school is taking appropriate steps to maintain a calm, safe and supportive environment. Under their statutory powers to maintain good order and discipline and their duties relating to health and safety, schools may require pupils to undergo screening.

At Reddish Vale High School, screening may be undertaken where it is considered necessary and proportionate to support the safety and welfare of pupils, staff and visitors. Screening may involve the use of a hand-held metal detector (wand) operated by a trained and authorised member of staff.

The hand-held metal detector is designed to identify the possible presence of metallic objects and will not intentionally come into physical contact with the pupil. Screening will be carried out respectfully, sensitively and in a manner appropriate to the age, needs and circumstances of the pupil.

The school may use screening where there is a concern that a pupil may be carrying a prohibited item, or as part of wider arrangements designed to maintain the safety of the school community. The Headteacher will ensure that any use of screening technology is lawful, proportionate and appropriate to the school's circumstances and risk profile.

The school will make pupils, parents and carers aware through its published behaviour policy that screening may take place and will explain the purpose of screening as part of maintaining a safe learning environment.

Where a pupil has a disability, special educational need, medical condition or any other identified vulnerability, reasonable adjustments will be considered and implemented where appropriate, provided that doing so does

not compromise the safety of the pupil or others. Staff will take account of safeguarding, equality and inclusion considerations when undertaking any screening process.

If a pupil refuses to be screened, staff will seek to establish the reason for the refusal and consider any relevant safeguarding, SEND, communication or wellbeing needs. Refusal to cooperate may be dealt with in accordance with the school's behaviour policy. Where appropriate, and where there are reasonable grounds for suspicion, an authorised member of staff may decide that a search is necessary and will follow the school's search procedures and current DfE guidance.

Any concerns arising from screening, including safeguarding concerns, will be reported to the Designated Safeguarding Lead (DSL) or Deputy DSL as appropriate. Items identified during screening will be managed in accordance with the school's procedures for searching, confiscation and safeguarding.

The school will normally inform parents/carers when a search for a prohibited item has taken place and will communicate the outcome, including any items confiscated and any sanctions or safeguarding actions taken, unless there is a safeguarding reason why informing a parent would not be in the best interests of the pupil.

Use of Reasonable Force

The school has a duty of care and to safeguard its pupils particularly in respect of pupils with SEN. Reasonable force may be used where it is necessary, proportionate and lawful to conduct a search for prohibited items, but not solely to search for items banned only under school rules. The decision to use reasonable force will be made on a case-by-case basis, taking account of the risks presented and the individual circumstances of the pupil. Staff must consider whether use of force is necessary to prevent injury, harm, damage to property or serious disorder.

All instances involving the use of reasonable force will be recorded and reported in accordance with the school's procedures and current DfE guidance

Some examples of where staff may use 'reasonable force'

- Remove disruptive pupil from a classroom where they pose an immediate threat to others
- Prevent a pupil behaving in a dangerous way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where allowing a pupil to leave would risk their safety or the safety of others
- To stop a fight between pupils
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a pupil from attacking another pupil or member of staff

Malicious Accusations Against Staff

Where a pupil makes an accusation against a member of staff and that accusation have been found to be false and malicious, the Headteacher will discipline the pupil in accordance with the policy. This can be very damaging for a member of staff's welfare and any such allegation made against staff may involve a formal investigation. The sanction will be treated on a case by case basis.

The Power to Discipline Beyond the School Gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school. This will include any instances of cyberbullying or misuse of social media.

Use of Social Media and E- Safety

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in sanctions.

The policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Misuse of social media includes, but is not limited to:

- Damaging the school or its reputation, (directly or indirectly)
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties • False or misleading statements
- Use that impersonates staff, other pupils or third parties
- Expressing opinions on the school's behalf
- Using school logos or trademarks

Pupils can report misuse of social media to any member of staff in the school and a member of staff (varies deepening on seriousness) will investigate and sanction.

Any incident relating to safeguarding will be handled by a member of the safeguarding team.

Inappropriate use of ICT

Pupils are expected to follow our acceptable use of ICT policy, any misuse will be dealt with in line with the behaviour policy and the nature and severity of the action.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Key words are picked up by our 'Smoothwall' software and usage is tracked and sanctions/support applied where applicable.

CCTV

The school will not release copies of CCTV footage, as this would contravene Child Protection and Safeguarding guidelines.

Parental Meetings

The School may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a pupil's general behaviour or in relation to a specific incident. The school will log parent communications. In most cases, pupils will attend the meeting with their parent/carer. They should do so in full school uniform without exception.

The School does not allow parents/carers or third parties to record parental meetings. Anyone secretly filming or recording a meeting will be banned from attending the school with immediate effect.

Please note that school staff will only meet with parents/carers who are officially registered on the school system. Parents/carers are entitled to bring a friend to accompany them to a meeting but only registered parents/carers are permitted to participate in the discussions.

Where a parent/carer has been banned from the school site due to their previous conduct, an appropriate adult may meet with the school and act as their representative in the meeting. The appropriate adult must be agreed by both parties prior to any meeting taking place. The school schedules meetings through an appointment-based system. Parents/Carers will not be permitted entry to school site without a prebooked appointment.

Reddish Vale High School is committed to providing a working and learning environment free from abuse. Verbal or physical abuse of staff and visitors will not be tolerated. Any adult or young person found in breach of this policy will no longer be permitted to communicate with staff or access the school site.

Standards and Expectations

It is a requirement of every member of staff to consistently apply and uphold the school behaviour expectations in the classroom, around the school and when supervising pupils outside of the school. Expectations of pupils are made clear in the relevant school policies and procedures and in the home-school agreement by pupils, parents and school.

All pupils will:

Inside the classroom – to ensure 'no lost learning time'- •

Arrive on time with the necessary equipment

- Complete the "Do Now" activity in silence
- Speak respectfully to staff and other pupils
- Listen to and follow all the instructions and requests of the teacher
- Sit according to the teachers seating plan
- Attempt to complete all classwork and homework to the best of their ability
- Create an environment where staff can teach and pupils can learn

Outside the classroom, around the school and in general –

- Attend school regularly and on time
- Be supportive of the school's ethos and uphold our four values of Respect, Aspiration, Determination and Independence.
- Wear the correct school uniform appropriately, making sure any coats are removed when inside the building
- Adhere to all school standards and expectations, including those relating to make up, jewellery, hair styles and colours
- Move around the school quietly, sensibly and purposefully, following any one-way system and keeping to the left where necessary
- Never leave school without permission
- Behave in a manner which will keep everyone safe
- Adhere to the ICT User Agreement, including e-safety and use of social media
- Place all litter in bins
- Show respect for property, respect for the environment and respect and concern for other pupils at all times
- Ensure substances banned or harmful to health are not brought into school including illegal drugs, alcohol, smoking paraphernalia (Inc. e-cigarettes) or weapons
- Not demonstrate any harassing, discriminatory, threatening or bullying behaviour
- Not make false or malicious allegations against pupils or staff
- Not bring the good name of the school into disrepute

In the community and on the way to and from school -

- Wear school uniform as you are required to wear it in school
- Be polite and respectful
- Keep all litter until it can be placed in a bin
- Behave responsibly and safely travelling to and from school
- Do not engage in any activity that will bring the school into disrepute

Policy for Dealing with Bullying

Bullying, in any of its forms, cannot be tolerated and all pupils are entitled to receive their education within a safe and happy environment, where pupils are encouraged to show respect for one another. It is the responsibility of all to ensure that the education of pupils at Reddish Vale High School takes place in an atmosphere that is caring and protective.

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

Staff, parents, carers and pupils at Reddish Vale High School work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.Bullying may be brought to the attention of any member of staff by the targets, their friend(s), their parent(s) /carer(s) or other interested people.

Aims

- To provide a safe, caring environment for the whole school community, especially the pupils in our care
- To instil in pupils that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon
- To reassure pupils that they will be listened to and will know that it is all right to tell
- To heed parents/carers and keep them informed of actions taken in response to a complaint
- A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints
- To take appropriate action, including suspension, Governors Discipline panel, managed move or exclusion in cases of severe or repeated bullying
- To monitor incidents of bullying during the school year by Heads of Year and Senior Leaders

Strategies for Dealing with Bullying

When dealing with bullying, staff will follow these fundamental guidelines:

- They will never ignore suspected bullying
- They will never make premature assumptions
- They will always listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- Adopt a problem-solving approach that moves pupils forward from self-justification
- Follow up proven cases to check bullying has not returned
- Keep detailed records

Strategies have been introduced at Reddish Vale High School to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, training staff in investigating and managing bullying, developing anti-bullying pupil ambassadors, increased understanding of types and nature of bullying and teaching pupils about tolerance and empathy and how to manage relationships in a constructive way. This is done throughout the curriculum, assemblies, form time activities and external workshops.

Staff will apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis will always be one of showing a caring and listening approach.

In response to a complaint of bullying, the school's discipline procedures will be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures will be followed initially by the AHOY and/or HOY. The Head Teacher or a member of the Senior Management Team may become involved if the situation is not resolved.
Procedures Staff will follow:-

- Discuss the nature of the bullying with the target at length, recording all the facts. This will require patience and understanding. Staff are to record all information.
- Identify the bully/bullies and any witnesses and record.
- Interview witnesses and record. This may be undertaken by a member of the pastoral team, acting

on behalf of the member of staff.

- Discuss the incident(s) with the alleged bully/ies. Tell them what the allegations are and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage. This will be recorded. This may be undertaken by a member of the pastoral team, acting on behalf of the member of staff.
- If the bully owns up, make it understood that bullying is not acceptable at RVHS and what effect it has on the education of the target and the rest of the pupils in the class. Ask the bully to put themselves in the position of the person being bullied. Apply sanctions relevant to the type of bullying and record. This may be undertaken by a member of the pastoral team, acting on behalf of the member of staff.
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions and record.
- Hold separate discussions with parents of victim and perpetrator and record.
- Provide pastoral support for the target with a HOY/PIM/SLT Link monitoring the pupil, and through discussion to make sure there is no repetition.
- Provide pastoral support for the victim AND perpetrator. This may include a Behaviour Support Programme and opportunities in groups for the pupils to discuss relationships, feelings and the effect bullying can have on individuals. A HOY/PIM/SLT Link will support the pupils during this programme.

- Sanctions for the bully include:
    - Withdrawal from favoured activities, for example school visit
    - Loss of break times for a fixed period
    - Barred from school during lunchtimes for a fixed period
    - Detention
    - Internal Reflect Room
    - Suspension from school
    - Governors Discipline panel

In order to reduce incidents of bullying and recognise bullies, all staff will watch for early signs of distress in pupils. We will “listen, believe, investigate and act.”
Prefects/ Anti-Bullying Ambassadors/Members of the School Council are there as a pupil’s first contact point, if they feel they cannot tell an adult.

There are posters on notice boards advertising how pupils can report bullying and dissuading pupils from bullying. The Child line and DfES Bullying website addresses are displayed prominently. The SHARP system will also be available for pupils and parents to post anonymous reports of bullying.

The school has invested in CCTV cameras. These will be used where necessary as evidence of any recorded incidents.

Bullying off the school premises

Reddish Vale High School is not directly responsible for bullying off the school premises; however, if both the target and the bully are from Reddish Vale High School, appropriate action will be taken to investigate and address this. Parents will be informed of incidents and follow up actions including any referrals to outside agencies as required.
Where possible, Reddish Vale High School will support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps will be taken.

- Talk to the pupils(s) and parents / carers involved from the other school
- Talk to the Head Teacher of another school whose pupils are bullying off school premises
- Talk to the Police about problems on the local streets
- Talk to the local transport company, if bullying is occurring on school buses
- Talk to pupils about how to avoid or handle bullying situations

Cyber Bullying / Mobile Phone Texting

Cyber Bullying / Mobile Phone Texting to bully others will not be tolerated in Reddish Vale High School and will be treated severely. If a pupil receives written abuse or physical threats electronically, the school discipline and bullying procedures will be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Reddish Vale High School will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, sexual orientation, ability or disability**.**

Racial Bullying/Harassment

Racial bullying will not be tolerated in Reddish Vale High School and will be treated severely. If a pupil receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the discipline and bullying procedures will be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

A full investigation will be carried out and fully recorded. Reddish Vale High School has a duty to develop pupils' understanding of ethnic diversity issues and explore racial tolerance in PSHE, Personal Development sessions, Citizenship lessons and in Religious Education lessons. Records to be kept for the specific pupils involved.

Reddish Vale High School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LEA as required.

Sexual Behaviour/Bullying / Abuse

Sexual bullying / abuse has an impact on all genders. A sexual assault will lead to the suspension or potential permanent exclusion of the perpetrator from Reddish Vale High School. Sexual bullying / abuse is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, upskirting, sexual innuendoes and propositions (i.e. sexual harassment), and in its extreme form, sexual assault or rape.

Reddish Vale High School's strategies to deal with sexual bullying / abuse include:

- Recording incidents in an incident log
- Recording on CPOMS
- Making referrals to outside agencies as appropriate

- Developing understanding of gender relations and identity
- Exploring sexism and sexual bullying in PSHE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where pupils might be vulnerable
- Implementing appropriate discipline procedures as appropriate these could include detention, isolation, suspension or permanent exclusion, depending on the nature of the incident.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Pupils do not have to be homosexual, bi-sexual or trans-gender to experience such bullying.

Strategies to deal with such bullying include:

- Recording incidents in an incident log
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Guaranteeing confidentiality and support for those being bullied
- Implement discipline procedures if the bullying warrants it.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other pupils. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

We try to make classroom activities and lessons sensitive to such pupils' needs. We teach assertiveness and other social skills and teach targets to say 'No' or to get help.

If bullying is reported, Reddish Vale High School will undertake a full investigation, including a full discussion with the victim and witnesses, recording incidents and contacting parents.

Discipline procedures will be implemented where any investigation is founded.
High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Guidelines for Dealing with Bullying Incidents

It is the duty of all staff to actively promote anti-bullying in school through a variety of methods :

- Display anti–bullying messages and posters
- Reprimand all inappropriate behaviour
- Encourage pupils to be respectful and supportive of one another and to report all acts of bullying o Through Personal Development tutor sessions and assemblies
    - Through PSHE to develop an awareness of the variety of types of bullying issues and the negative effects it has on victims

- Promoting the use of the SHARP SYSTEM oSupporting Anti-bullying incentives

Any pupil who is being bullied, or is aware of someone else being bullied, should seek a trusted adult, or pupil and ask him/her to inform a member of staff or go directly to any member of staff (form tutor, subject teacher, PIM or HOY)

Pupils should be interviewed as soon as possible by one of the above and a statement recorded by the member of staff dealing with it.

Witnesses should also record the incident on a witness report form.

The member of staff dealing with the incident should record any actions taken or who they have referred it to. They may enlist the support of the pupil leaders to carry out statements and support them in this process.

All records should then be copied and passed on to relevant staff to ensure any appropriate action is taken, once the investigation has been completed a record is then passed to the senior leader with responsibility for bullying to monitor. Original documents should be passed to the admin team to log and record.

Investigating staff will contact parents of victims and perpetrators to inform them of the incident and any action to be taken or request pupil support workers assistance with this.

Mediation between the pupils is to take place only by agreement of the victim.

All perpetrators are to sign a bullying contract that will be stored in the pupils file and reviewed accordingly. The Safeguarding lead will keep a record of all victims and perpetrators.

Actions taken will involve HOY firstly following the sanction laid out in the school behaviour policy but may lead to intervention of other agencies, e.g. school nurse, SEBD referral, Core Family Group, SEN support, anger management, Police, welfare officers, counselling, parents, governors etc.

The effects of action taken need to be reviewed by further contact with the pupils at an agreed date. This will be followed up by HOY with support of AHOY and monitored by the Safeguarding lead and senior leader with responsibility for bullying. Any developments should be recorded.

Assistant Heads of Year and the senior leader with responsibility for bullying are to review the victim log each half term to follow on the well- being of the victims and ensure that no further bullying incidents have occurred.
Any parent whose child is subject to bullying should report the incident to a member of staff. Any action taken by the school does not pre-empt a parent's right to make a direct complaint to the Police.

Any parent who is not satisfied with the action taken by the school in dealing with the bullying matters should indicate that dissatisfaction, in writing, to the Deputy Head Teacher.

The procedures are in place to, discourage bullying, support the victims, re-educate the perpetrator and to prevent the continuation of bullying.