



Whole School Behaviour & Anti-Bullying Policy

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AGREED BY LEADERSHIP TEAM	
RATIFIED BY GOVERNING BODY	
DUE FOR REVIEW	

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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

1. General Principles

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 are the elements of choice, chance & consequence.

The Positive Behaviour Management of our young people is most effective when a true partnership exists between pupils, staff, parents and School. The home/school agreement outlines expectations from all parties(see appendix). The following Behaviour policy applies to pupils:

- During core School hours.
- During pre and post School activities.
- On School trips or visits.
- In transit to and from School.
- During times where an issue within the community can impact on School life.

2. Aim

We aim to create an atmosphere where all pupils perform to the best of their ability, pupils follow the schools positive behaviour for learning code and everyone is encouraged to learn and achieve to their maximum potential. The aims of the behaviour policy are:

- To ensure that the School is a safe, orderly environment that encourages learning.
- To ensure that behaviour management is consistent across the School.
- To celebrate and reward good behaviour.
- To promote and assist the social, moral, spiritual and emotional development of pupils.
- To ensure a calm, productive atmosphere that is conducive to learning.
- To help pupils understand that **actions** bring **consequences**, both positive and negative, and to help pupils learn to be responsible for their actions.
- To identify early, pupils whose behaviour may adversely affect their learning, and to act quickly and positively to rectify the situation.
- To work actively against behaviour that damages the inclusive ethos of the school.
- To enable teachers to enjoy delivering outstanding lessons.

3. Promoting, celebrating and rewarding positive behaviour

Setting the scene for positive behaviour - In all classrooms we should aim for praise to outweigh consequences and concentrate on **positive aspects of behaviour**.

Positive role model - be at the door, smile, be enthusiastic about working with the pupils and about the content/context of the lesson. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with pupils will enable them to mature and develop independent learning skills.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a pupil has received the achievement or praise as some pupils may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – making sure that incidents have been dealt with from prior lessons. (Please wipe clean any consequences lists at the end of the day). Pupils should be spoken to in a consequences detention or outside of the lesson.

Be consistent - use this and only this approach with all pupils as they must perceive this as a predictable, reliable and consistent pattern.

Formal start to the lesson – a formal greeting at the door with clear direction on entry, followed by the formal greeting when everyone is present, sets the same consistent lesson start.

Positive and effective behaviour management should mean that the consequences system is not used frequently because pace, challenge and positive reinforcement should sustain pupils and enthuse them.

Key questions for every teacher and Learning Behaviour Mentor;

- Have I planned my lesson appropriately and shared my learning outcomes with pupils?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage pupils in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted pupils at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

4. Rewards

We aim as a school to reward pupils who meet the expectations of behaviour. Pupils will be rewarded by subject teachers, Head of Years or members of the Senior Leadership Team for consistently good or improved behaviour, enhanced progress, positive attitudes to learning and through daily interactions with pupils.

Respect- behaviour that displays respect, manners, courtesy and a polite attitude towards self, others 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 willpower 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 work alone and complete tasks to a high standard.

Effort – behaviour that leads to an outstanding level of focus on learning with the pupil doing all that is

asked to the very best of their ability.

Enthusiasm – behaviour that communicates an enthusiasm for learning and for making a positive contribution to academy life.

Team work – behaviour that displays the ability to work effectively with others, whilst maintaining a clear focus on the task in hand.

Community – behaviour that displays a willingness to make a positive contribution when it is needed and a willingness to support and encourage others in what they do.

Rewards are presented in the form of:

- RADI Reward Points
- Verbal praise
- Certificates
- Membership to the Bronze, Silver and Gold club
- Vouchers
- Rewards trips
- 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
- Headteacher Gold Award
- Cake with the Head
- Recognition for additional responsibilities e.g. prefect/leader
- Invitation to presentation evening

5. 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 signed by pupils, parents and school.

All pupils will:

Inside the classroom – to ensure ‘no lost learning time’

- Arrive on time with the necessary equipment-‘Equipped and ready to learn’
- 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 the rules regarding make up, jewellery, hair styles and colours.
 - Move around the school quietly, sensibly and purposefully, following the one-way system and keeping to the left where necessary.
 - Never leave the school without permission.
 - Behave in a manner which will keep everyone safe.
 - Comply with the Home/School Agreement.
 - 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 harmful to health are not brought into school including illegal drugs, alcohol, smoking paraphernalia (inc. e-cigarettes) or weapons.
 - Not demonstrate any harassing, threatening or bullying behaviour.
 - Not make false or malicious allegations against pupils or staff.
 - Not bring the good name of the school into disrepute.

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.
- Not bring the good name of the school into disrepute.

6. Rules

Teachers, teaching assistants and other staff with responsibility for pupils have statutory authority to discipline pupils whose behaviour is unacceptable, break school rules or who fail to follow a reasonable instruction. This applies to pupils behaviour in school and outside of school, where a pupil is wearing school uniform and is therefore a representative of our school community and should follow the pupil code of conduct.

Uniform and Appearance

The wearing of school uniform is an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride in appearance. All pupils will attend in full school uniform. It is compulsory that only those items stipulated within the official school uniform list are permissible to be worn by our pupils.

- Pupils without items of correct uniform will be provided with a replacement item.
- If parental contact has been made either a pupil may be sent home to change into required uniform or parents may bring required uniform into school.

- Coats and hoodies are to be removed before entering the School site.
- Pupils will be kept in isolation during lesson times, including break and lunch until the uniform issue has been rectified.
- It is expected that pupils will wear their uniform correctly on the journey to and from school.

Footwear

Where pupils arrive at School in trainers or shoes that contravene this policy, pupils will be placed in isolation or an alternative form of footwear may be offered enabling the pupil to remain in School and continue learning.

- All shoes must be black in colour.
- Trainers are not permitted to be worn in the School except in PE Practical sessions.
- Boots are not permitted under the uniform policy. However, at times of severe inclement weather the school may contact parents/carers and inform them that boots will be permitted within a specific timescale. Please note that the school will determine if and when this should occur.
- Footwear that is branded with a sports logo or name is also not permitted.

Jewellery and body piercings

- Jewellery and body piercings are not permitted to be worn in school.
- All jewellery and body piercings will be confiscated by staff, locked away and collected at the end of the day.

Hairstyles

- Pupils are not permitted to attend School with any form of pattern shaved into their heads/eyebrows.
- No extreme haircuts or unnatural colourings are permitted in school.

Makeup

- Make up should be light any foundation must be kept to a natural tone.
- Lipsticks, mascara, thick eyebrows, highlighter, false eyelashes and nail varnish are not permitted.
- Excessive make up will be removed.

Failure to comply with any of the above rules will result in detention, isolation, off-site placement and/or a Fixed Term Exclusion until the issue has been resolved.

Bags and Equipment

Pupils are required to come to School equipped with a bag, school journal, pens, pencil case and any books or sports equipment required for the day.

- Pupils must display relevant equipment on desks at the start of every lesson.
- Daily checks will be conducted on the gates, in form time and at the start of each lesson.
- Pupils failing to bring equipment have the opportunity to buy replacement equipment at break-time at the School Shop or face a teacher detention.
- Pupils repeatedly failing to bring equipment will be issued with an escalation of sanction: detention/isolation/Senior Leadership Team Detention/Internal Exclusion.

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 headphones 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 the end of the school week.
- Refusal to hand over confiscated mobile technology will be recorded and sanctioned as an escalating sanction of detention/Isolation for repeated defiance.
- Telephone calls should never be made in School time and the sending and receiving of texts 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 office 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, 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 Exclusion and will not have items returned until collected by parents.

7. Searches

Headteachers have the statutory power to authorise staff to search pupils or their possessions without consent in instances where they have reasonable grounds for suspecting that a pupil may have a prohibited or banned item. School do not have to return any confiscated banned/prohibited items. Regular daily standards checks are also 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 or banned items

- Knives or Items considered as weapons.
- Alcohol.
- Illegal drugs and substances.
- Stolen items.
- Tobacco, cigarette papers, lighters, matches and E-Cigarettes.
- Fireworks.
- Pornographic / Inappropriate images – including on mobile phones or other devices.
- Mobile phones. (Must not be in use or on display)
- Aerosols.
- Chewing gum.
- Fizzy/energy drinks.
- Unhealthy foods- exceeding 1 regular size snack.
- Any item that a member of staff 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.

- 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.

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.

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 Fixed Term Exclusion.
- 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.

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 not returned

8. 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 Tobacco, cigarette papers, lighters, matches and E-Cigarettes will have the items confiscated and they will not be returned.
- 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 Fixed Term Exclusion and will be referred to smoking support agencies.

9. Drugs/Prohibited Substances

Drugs and illegal substances are not permitted in school.

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

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.

10. Truancy

Pupils are required to attend all lessons punctually.

- Pupils arriving late to lesson form time will receive a C1 warning followed by a C2 teacher/tutor sanction for repeated incidents
- Pupils arriving late to school will be issued a C3 30 minute same day detention
- Pupils truanting lessons will be given a **C3 45 minute** next day detention
- Pupils repeatedly truanting lessons will be given an Internal exclusion followed by completion of a C3 45 minute next day detention
- Pupils truanting school will be dealt with in line with the attendance policy

11. Sanctions

Sanctions will be applied when pupils fail to meet the expectations of behaviour as outlined in this Policy. They may receive sanctions from subject teachers, HOY or members of the Senior Leadership Team. Pupils are encouraged to take responsibility for their own actions and to comply with any sanctions imposed.

Sanctions are applied in the form of:

- Verbal Warning
- Negative Conduct Card
- Short term extraction from break or lunch free time
- Buddy referral room
- Behaviour modification programme
- Restorative Justice Meeting
- After-school detention (Middle Leadership/ Senior Leadership Team)
- Report (Tutor/Teacher/HOF/AHOY/HOY/SLT)
- Step out provision
- Alternative provision either in or out of school, short or long term
- Meeting with the Governors Discipline Panel
- Managed move
- Fixed Term Exclusion – placing pupils in alternative year group, placement in Internal Exclusion
- Involvement of Anti-Social Behaviour Action Team leading to a possible Anti-Social Behaviour Order
- Permanent Exclusion

12. Support

The school adopts a restorative approach to behaviour management and is committed to offering a range of strategies to support victims and offenders as appropriate; behaviour modification programmes, anger management, counselling, assemblies, PSHE Programme, workshops, referral to external agencies, mentoring, community service, alternative provision, SEN referrals etc

13. Behaviour Management- Choice, Chance, Consequence – C System

As individuals, we all choose how to act. However, it is important that we all recognise that for every Choice or Action there is a Consequence. 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 a certain way these actions will be the catalyst for the consequence to be given.

Sanctions are applied in line with the consequence system outlined below for those pupils not following the rules outlined in the behaviour policy.

C1 Formal warning issued after pupils have been reminded about their behaviour and given the chance to make the right choice and improve/modify/change the way they are behaving . This will be recorded on the board by writing the pupil’s name, where possible.

C2 This will be issued if there is no improvement following a C1 and the pupil does not respond to a **final warning** request. This will be recorded on the board by ticking the pupil’s name, and recorded on SIMS. A **10 minute** detention at break or lunch will be issued with the subject teacher. If the pupil’s behaviour does not improve, they will be removed from the lesson to a classroom buddy and will complete the 10 minute detention with the Head of Department at lunch/break or after school as directed and parents will be contacted. An escalation to Head of Department would also be issued for a pupil who does not attend a C2 teacher detention.

C3 This will be issued if a pupil refuses to go to the designated classroom buddy and on call assistance is required to remove a pupil to internal exclusion for the remainder of that lesson, or if a pupil fails to attend a C2 detention with Head of Department. It will also be issued if a pupil fails, refuses to present or completes a full negative conduct card. This will be recorded on SIMS as a ‘right click’ C3 referral. A 30 minute centralised detention will be issued the following day once parental contact has been made. Failure to attend a C3 detention will result in a 45-minute detention the following day

C4-Failure to attend a C3 45 min detention will result in a **60 minute SLT detention** on a Friday.

C5 Serious incident – this includes a pupil who refuses to leave the classroom, threatening or actual verbal/physical abuse, other serious misconduct issues and acts of repeated, deliberate and persistent defiance . The on call/patrol/SLT staff member will be contacted by email or radio to call for assistance and remove the pupil to internal exclusion. They will remain there pending further investigation that day. This will be recorded on SIMS as a full behaviour referral (and detention if appropriate). A serious incident will normally result in isolation, an SLT detention, a temporary transfer, fixed term exclusion. Pupils at risk of Permanent Exclusion will be placed on an extended ‘Step out’ placement. Parental contact will be made, with a parental reintegration meeting following temporary transfer or exclusion.

Choice, Chance, Consequence

Positive actions bring positive consequences. Negative actions bring;

C1	Formal warning
C2	10 minute Teacher/ HOD detention
C3	30 minute after school centralised detention escalate to 45 next day if fail
C4	60 minute after school detention with SLT

Examples of C1-3- Low to medium

C's 1-3 should be issued in response to a failure by the pupil to meet the simple, fair classroom expectations outlined above. The consequences should be explicit and well-reasoned, so that pupils are clear which expectations have not been met and what needs to happen to improve the situation.

Examples may include:

- Lateness to the lesson without a valid reason
- A lack of essential equipment which prevents them from engaging in the lesson
- Disrespectful behaviour; shouting out, talking over the teacher
- Failure to follow instructions e.g. to sit in a specific place, to complete a task, to empty their mouth, put hand up if they are chewing etc.
- Failure to engage in the learning process-complete classwork or homework
- Displaying behaviour that prevents other pupils from learning
- General defiance
- Late to school

The language of positive behaviour management is important and a clear, firm (but matter of fact) assertion by the teacher will always work best. e.g. Jamie, you shouted out, you know what the rule is, make sure you put your hand up in future (whilst writing his name on the board to show that he now has a C1).

Examples of C4 behaviour

- Failure to attend a C3 45 min school detention
- Serious incident out of class referred by SLT

Examples of C5 behaviour – serious incident resulting in Isolation, Fixed term exclusion or permanent exclusion

- 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
- Smoking
- Bullying
- Theft
- Drug and alcohol related incidents
- Serious breach of ICT code of conduct

Serious illegal or criminal incident will result in a formal complaint to the Police.

Buddy System

Exclusion from class should always be managed within the Department in the first instance – Department Leaders should have a referral room rota (buddy system) in place where pupils can be sent. Pupils should be provided with work to complete in the buddy room. A **C2 detention (10-minute break/lunch/after school)** will then be set by the Head of department in-line with the school behaviour policy. This sanction must be communicated to parents. During this detention, a restorative conversation will take place to address the behaviour concern and agree on acceptable terms of behaviour in order to return to the classroom. Failure to attend the C2 Department detention will automatically result in a referral for a C3 after school detention the following day

Removal from Department area

If the pupil refuses to be buddied, or the buddy system has been unsuccessful, the pupil will be removed to the school's Internal Exclusion facility for the remainder of the lesson. The Department Leader will contact the on call /patrol/SLT staff member for assistance. The Head of Dept. /Year will contact parents in line with the school behaviour policy. Where an incident is too serious for a C3 Detention (30 minute), the pupil will be removed from the Department area and placed in the IE provision with an allocated member of staff for an agreed length of 'time out' (1 or more periods) – this **MUST** be agreed between the Department Leader/Head of Year and a member of SLT and cannot be referred via any other staff member.

14. Detentions

A **C3 detention** will take place in the school canteen at 2.50pm where pupils are expected to complete work in silence. This will take place under the supervision of Teaching and Support Staff

It is important to note that in law, 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 a text message. Where possible, the teacher issuing the detention will contact parents to discuss the reasons why the detention was issued.

Centralised detentions at Reddish Vale High School operate in this way.

- A C3 detention starts at 2.50pm and finishes at 3.20pm – **30-minute detention**.
- Pupils arriving late for their detention will be expected to make up the lost time
- Pupils arriving **15 minutes or more late**, talking, displaying negative behaviours or entering or leaving the detention in an inappropriate manner will **fail** their detention and escalate to a **45 minute detention**
- Pupils failing or failing to attend a **C3 30 -minute detention** will receive a **45-minute detention** the following day , failure to attend this will escalate to a **C4 60 minute SLT detention** on Friday.

- Pupils failing or failing to attend an **C4 60 minute SLT detention**, will be booked in internal exclusion and expected to complete their detention that day. Parents will be contacted
- Pupils receiving multiple C3's for one day will complete the detention along with any additional sanctions pending investigation of their conduct that day. Head of Year or Assistant Head of Year will contact home to inform parents/carers of the decision.
- Pupils absent on a day where they are expected to complete a detention will complete their detention/IE on their next day at school.

C4 SLT Detention 45 minutes will automatically be issued for failure to attend a C3 30 minute School detention unless a pupil is absent from school and completed the dettinion on return. This takes place Friday evening in the canteen

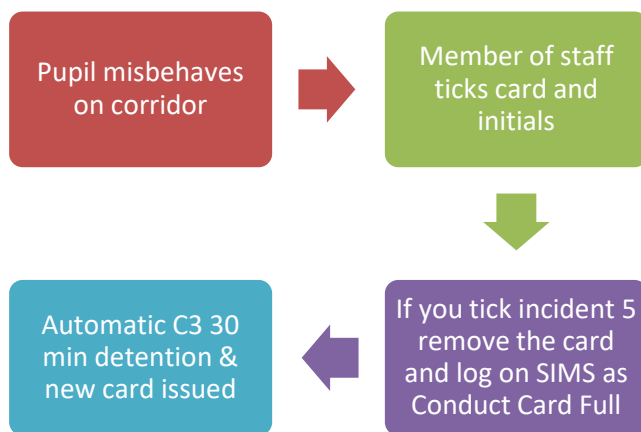
15. Reports

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 outlined on the report a consequence of a C3 detention, C4 or Isolation, exclusion and/or and off-site placement may be initiated.

There will be four levels of report card used to promote positive behaviour

- Form tutor
- Heads of Department
- Heads of Year
- SLT

16. Behaviour Management on the corridors- Conduct Cards



Conduct Card

Name: _____ tutor: _____

Incident	Tick	Staff initials
1		
2		
3		
4		
5		

To ensure the Health & Safety of everyone in our school community we require all students to follow the points below:

- WALK on the LEFT at all times.
- DO NOT RUN inside any building
- Food/drink is to be consumed only in the canteen and open areas.
- Litter must be put in bins
- Listen to the guidance of staff and follow their instructions at all times.
- Move around the school calmly.

If a pupil does not have their card or refuses to hand it to a member of staff, this is an automatic C3 30 minute detention. - Add to SIMS as 'Conduct Card Lost/Refused'.

17. C 5- Internal Exclusion

Pupils can be referred to internal exclusion as a consequence of a class removal or booked in based on requests from SLT/HOY 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.

- Pupils start their day in Isolation at 8:55am and finish at 3.20pm this includes a post School detention.
- Pupils complete subject specific work, numeracy, literacy and behaviour modification work provided by class teachers and IE supervisor
- If Pupils display negative behaviour whilst completing the Isolation, they escalate to a FTE and will be expected to repeat the full day in the internal exclusion.
- Pupils do not get any breaks.
- Pupils eat their lunch in the Isolation room.
- Pupils do not talk to other pupils within the Isolation room.
- Mobile telephones will be removed from pupils prior to their placement in the Isolation room.
- Pupils will not be permitted to eat or drink other than at allocated times during Isolation.
- 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.
- Completion of specific subject work and assessment work provided by class teachers

Pupils who are repeatedly issued with an Internal Exclusion may escalate to; governors discipline panel, external exclusion at other schools (Step out), alternative provision, fixed term exclusion and potentially a permanent exclusion.

18. Fixed Term Exclusions

The School aims to keep exclusions to a minimum. When issued they are to provide time for us to investigate incidents and for pupils to reflect on their actions. However, it is our belief that exclusions are not necessarily a consequence for an action. Therefore, excluded pupils will always face a reintegration meeting prior to their return to School where targets and consequences are agreed. This procedure promotes our drive to raise Attendance and Inclusion, whilst creating the perfect platform for pupils to learn and teachers to teach. Please be aware that the educational environment is ever changing and modifications may be made to these procedures at any time.

Pupils may be excluded 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

The Headteacher can exclude any pupil for up to 45 days in any one year, but for no longer than 5 days for each individual fixed term exclusion. For all exclusions of this nature, the parent will be informed of the reasons for the exclusion and the number of days. For all fixed term exclusions work will be set for the pupil to complete at home, support will be offered to parents and a re-integration meeting will take place as part of the re-admittance process.

Pupils with two or more fixed term exclusions will be referred to Governors discipline panel.

19. 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

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.

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
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

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 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 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England'.

20. Use of Reasonable Force

The school has a duty of care and to safeguard its pupils particularly in respect of pupils with SEN. All members of the school staff have a legal power to use reasonable force under Section 93 Education and Inspections Act 2006 to control or to restrain pupils to prevent them from hurting themselves or others, from damaging property or causing disorder. The School does not require parental consent to use reasonable force on a pupil in appropriate circumstances. The school will, in using within its power to use reasonable force, always take into account the needs of disabled children and children with SEN and make appropriate adjustments if required. Parents will be informed about serious incidents involving the use of force.

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.

21. Parental Meetings

The School encourages regular communication with home regarding rules, expectations and incidents of both positive and negative conduct. Contact may be done through a variety of sources; the school prospectus, the school website, email, phone, newsletters, written correspondence, presentation evenings or face to face meetings. Similarly parents/carers are welcome to approach the school directly if they wish to raise any concerns or queries. They are advised to contact form tutors or subject teachers in the first instance, depending on the nature of the issue, additionally there is an assistant head of year, head of year and SLT link attached to each year group for more serious concerns. Parents/carers that are unsatisfied or feel issues have not been suitably resolved, should arrange to meet with the Headteacher.

At times 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. If the matter has resulted in the pupil receiving a C4 Isolation and the parents do not attend the meeting for whatever reason, the pupil concerned will remain in isolation until that meeting has taken place and the issue has been resolved. 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.

22. CCTV

The School will not release copies of CCTV footage, as this would contravene Child Protection and safeguarding guidelines. Documents containing information which names other pupils will always be anonymised to protect individuals.

23. Policy for dealing with Bullying

Bullying, in any of its forms, will not be tolerated. 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 exclusion in cases of severe bullying.

To monitor incidents of bullying during the school year by Heads of Year, Key Stage Leaders 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, increased understanding for targets and teaching pupils how to manage relationships in a constructive way.

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 Behaviour policy 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 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:-

1. Discuss the nature of the bullying with the target at length, recording all the facts. This will require patience and understanding. Staff are to use the CPOMS monitoring system to record the information.
2. Identify the bully/bullies and any witnesses and record on CPOMS.
3. Interview witnesses and record. This may be undertaken by a member of the pastoral team, acting on behalf of the member of staff.
4. 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 on CPOMS. This may be undertaken by a member of the pastoral team, acting on behalf of the member of staff.
5. 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/college. Ask the bully to put themselves in the position of the person being bullied. Apply sanctions relevant to the type of bullying and record on CPOMS and SIMS. This may be undertaken by a member of the pastoral team, acting on behalf of the member of staff.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions and record on CPOMS and SIMS.
7. Hold separate discussions with parents of victim and perpetrator and record on the CPOMS.
8. Provide a Pastoral Support Programme for the target with a HOY/AHOY/SLT Link monitoring the pupil, and through discussion to make sure there is no repetition.
9. Provide a Pastoral Support Programme for the victim AND perpetrator. This will include a Behaviour Support Programme and opportunities for the pupils to discuss relationships, feelings and the effect bullying can have on individuals. A HOY/AHOY/SLT Link will support the pupils during this programme.
10. 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 exclusion
 - Fixed period of exclusion from school

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, 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. These pupils are represented in all Year Groups and are easily identified by badges worn.

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, action will be taken as if the incident has occurred within the school, and this includes informing parents / carers.

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.

Internet Bullying / Mobile Phone Texting

Internet 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 his or her race, gender, sexual orientation or disability. The college 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, recording incidents on CPOMS. Reddish Vale High School has a duty to develop pupils' understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons. Records to be kept on CPOMS and on the pupils' U Drive folders (where applicable) 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 Bullying

Sexual bullying has an impact on all genders. A sexual assault will lead to the exclusion of the perpetrator from Reddish Vale High School. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, 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 include:

- Recording incidents in an incident log using CPOMS.
- 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 or 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 using CPOMS
- 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 as appropriate.

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.

Reddish Vale High School makes sure the behaviour of staff does not trigger bullying unintentionally. They will avoid undue attention towards SEN pupils compared with others, and should not make comments based on pupils' appearance or perceived character.

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.

All bullying is treated seriously, Reddish Vale High School undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident log file (CPOMS) and contacting parents. Discipline procedures are implemented.

High achievers, 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
 - Through 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
 - Supporting 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 a member of staff (Form tutor, subject teacher, Pupil Leader, AHOY or HOY)

Pupils should be interviewed as soon as possible by one of the above and a statement recorded on CPOMS 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 complete CPOMS and 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 CPOMS 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 AHT responsible for bullying to monitor. Original documents should be passed to the admin team to log and record on CPOMS.

HOY 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 Anti Bullying Officer 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 Anti-Bullying Officer and AHT in charge of bullying. Any developments should be recorded on CPOMS.

Assistant Heads of Year are to review the victim log at regular intervals 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 Assistant Headteacher.

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

Reporting bullying at Reddish Vale High School

AWARENESS

Pupil informs a member of staff of a bullying incident

REPORT & COMMUNICATE

1. Bullying incident form
2. SIMS
3. CPOMS

The member of staff will then INTERVIEW the pupil COMPLETING THE BULLYING INCIDENT FORM as soon as possible and gather STATEMENTS FROM WITNESSES. (Every member of staff has responsibility for dealing with bullying).

A LOG and any actions that have been made should then be recorded on CPOMS and SIMS by the member of staff dealing with it and any statements uploaded too.

The member of staff who has witnessed or has had the incident reported to them needs to INFORM PARENTS that an incident has occurred, school are investigating and will be in touch.

INTERVENE & UPDATE

1. Update incident form (COPY TO HOY/AHOY)
2. Update SIMS
3. Update CPOMS

Interventions may include Mediation/restorative meetings/sanctions/phone calls home.

Speak with HOY/AHOY for support with this if necessary.

PASTORAL REFERRAL (HOY/AHOY)

If there is a case where a bullying incident requires FURTHER INVESTIGATION or is carrying on following the initial investigation and action then a REFERRAL TO HOY/AHOY needs to be made.

SLT REFERRAL

If the problem persists following year team intervention then a referral may be necessary to the Anti-bullying officer/SLT/DSL.

Persistent bullies could be internally excluded, temporarily moved to another school or even externally excluded by the Head Teacher

Rewards Procedures

Rewards for individual students are based on a three tiered structure which allows them to join Bronze, Silver and Gold Reward Clubs. The threshold of points for each tier is different for different year groups;

Year Group	Bronze Reward Club	Silver Reward Club	Gold Reward Club
7 & 8	150	250	400
9 & 10	125	200	300
11	100	150	250

As students join each level of the Rewards Club students they are rewarded with an enamel badge and a certificate. All new members will be announced on a weekly basis in assemblies and the badges & certificates given out in pastoral time.

Weekly rewards: Shared each week in assembly time

ACHIEVEMENT:
Student with highest total rewards points
Student with positive reward points and no negative points randomly selected from each year
Form with highest reward points
Form with highest attendance

Half Termly Rewards: Rewards will be given out in the last week of every Half-Term

ACHIEVEMENT:
Student with highest total reward points in each form
Form with highest total reward points in each year
Students with 100% attendance for half term
Form with highest average attendance

Termly Rewards: Rewards will be given out in the last week of every Term

ACHIEVEMENT:
Student with highest total reward points in the year group
Students with highest total reward points in each form
Form with highest total reward points in each year
All students with zero C's
2 students from each form selected (contributing to college)
Students with 100% attendance for term
Form with highest average attendance
One student from each year group with 100% attendance randomly selected

Reddish Vale High School Positive Behaviour Policy

Stage	Chance and Consequences	Behaviour Choice
C1 Formal Warning	<ul style="list-style-type: none"> • Formal warning issued after pupils have been reminded about their behaviour and given the chance to make the right choice to improve/modify/change the way they are behaving. • This will be a verbal warning followed by recorded the pupil's name on the board. 	Low level disruption- Lateness to lesson, lack of equipment, off task, disrespectful behaviour, shouting out, talking, tapping, eating, chewing, drinking, out of seat, inappropriate language, refusal to follow instructions, defiance, preventing other learning, poor attitude, lack of engagement.
C2 Teacher/HOD Detention	<ul style="list-style-type: none"> • No improvement a final warning is given as a chance, pupil fails to make the right choice. Record on the board by ticking the pupil's name, and record on SIMS. • C2- 10 minute teacher detention at break or lunch will be issued with the subject teacher. • Continued poor behaviour pupil will be removed from the lesson to a classroom buddy and escalate the 10 minute detention to HOD at lunch/break or after school as directed. Parents contacted. • Automatic referral to C2 HOD detention for a pupil who does not attend a C2 teacher detention. 	Repeated Low level disruption- Lateness to lesson, lack of equipment, off task, disrespectful behaviour, shouting out, talking, tapping, eating, chewing, drinking, out of seat, inappropriate language, refusal to follow instructions, defiance, preventing other learning, poor attitude, lack of engagement.
C3 Centralised School Detention	<ul style="list-style-type: none"> • Refusal to buddy- on call assistance required to remove a pupil to internal exclusion for the remainder of that lesson and C3 30 min detention in canteen • Pupil fails to attend a C2 detention with Head of Department. • Pupil fails or refuses to present conduct card • Completed negative conduct card. • Truancy and failure to attends C3 30 minute escalates to 45 minute next day <p>Record on SIMS as a 'right click' C3 referral. A 30 minute centralised detention following day. Parental contact must be made.</p>	Med- High level incidents Refusal to accept sanctions for poor behaviour earlier, dangerous behaviour in class, leaving class without permission, truancy, defiant behaviour, persistent refusal to follow instructions/rules, unacceptable behaviour out of class, community incident, repeated refusal to buddy , serious incidents, bullying.
C4 SLT Detention	<ul style="list-style-type: none"> • C4-Failure to attend a C3 45 minute detention will result in a C4 45-minute SLT detention on a Friday in the canteen. • Serious or dangerous behaviour in school or the community may incur an additional community based sanction e.g. removing graffiti, litter picking, chewing gum removal, supporting site staff, community service etc. <p>Record on SIMS as a 'right click' C4 referral. Parental contact must be made.</p>	Med- High level incidents- Refusal to attend School detention, Violence or aggression, bullying, verbal abuse, fighting, smoking, dangerous behaviour, racism, damage to school site or equipment, dangerous behaviour, breach of IT code, community incident, leaving school site, repeated and deliberate persistent defiance
C5 Internal exclusion, Fixed Term Exclusion, Permanent Exclusion	<ul style="list-style-type: none"> • Repeated refusal to attend a buddy- on call/patrol/SLT removal to temporary C5 internal exclusion for minimum 1 period pending further investigation plus C3 30 minute detention. • Failure to attend a C4 SLT 45 min detention- 1 day C 5 Internal exclusion plus completion of C4 45 minute detention • Serious incident minimum 1 day C5 Isolation • Failed internal exclusion- Step out or FTE followed by repeat day Internal exclusion <p>Repeated referrals to Internal exclusion or serious incidents may escalate to: managed move, temporary step out transfer, fixed term exclusion, or permanent exclusion. Serious illegal or criminal incident will result in a formal complaint to the Police.</p>	Serious or repeated misconduct incidents- threatening or actual verbal/physical abuse behaviour against an adult or pupil, other serious misconduct issues and acts of repeated, deliberate and persistent defiance, repeated bullying or racism, repeated refusal to follow rules, serious damage to equipment / property, Smoking, theft, Drug and alcohol related incidents, Serious breach of ICT code of conduct, serious community incident



Home/School Agreement

The Pupil

I pledge to:

- support the School ethos and values; respect, aspiration, determination, independence
- To uphold school rules, policies and procedures
- attend school regularly and on time
- bring all equipment I need every day
- wear the school uniform correctly and be tidy in appearance to, from and in school
- do all my classwork and homework as well as I can and meet deadlines
- complete my journal each day and ask my parent/guardian to check and sign each week
- be polite to staff and fellow pupils
- behave properly and not disrupt lessons
- keep the school free from litter and graffiti
- ensure all my work is presented well
- follow all the school rules

Signature _____ Print _____

Family Group _____ Date _____



Home/School Agreement

The School

The school pledges to:

- create a community which enables your child to develop the school values of respect, aspiration, determination, independence
- care for your child's safety and happiness and welfare
- reward excellent attendance, punctuality and progress
- make every effort to help your child achieve his/her potential as a valued member of the school community
- ensure a high quality learning and teaching provision for your child
- provide a broad and balanced curriculum which meets the individual needs of your child
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- keep you informed about your child's progress and other general matters
- challenge and discipline those pupils who do not abide by our Behaviour policy and reward those who do
- provide opportunities for extra curricular, spiritual, social and physical recreation

Signature _____ **Print** _____

Family Group _____ **Date** _____



Home/School Agreement

The Parent/Carer

I/ We pledge to:

- encourage my child in upholding the school values of respect, aspiration, determination, independence
- To ensure pupils uphold school policies and procedures
- Keep the school up to date with any change of personal circumstances, phone numbers and email addresses
- see that my child attends regularly, on time, properly equipped and in full school uniform
- notify the school of all absences
- ensure holidays are only taken during the official school closure except in exceptional circumstances and only with prior permission from the Headteacher
- make the school aware of any concerns or problems that might affect my child's work or behaviour
- check and sign the journal each week
- support my child in homework and other opportunities for home-learning
- attend parents' evenings and discussions about my child's progress
- actively support the School's Behaviour Policy
- get to know my child's life at the school
- help my child organise their time
- provide them with a quiet place to study
- praise their achievements

Parent Signature _____ Print _____

Family Group _____ Date _____