

Policy and Procedures: Positive Relationships, Behaviour & Anti-Bullying Policy

1. School Values and Aims

A positive climate requires participation by all members of the school community, staff, pupils, parents/carers and external partners. Collective responsibility will impact most on building and maintaining a positive ethos. Through consultation, a clear and unambiguous set of values that are acceptable throughout the school community will be established. All pupils will have the opportunity to benefit from the school aims.

School Values:

Staff and pupils at Wallace High School are immensely proud of our school and our wider community. On a daily basis we seek to promote the following qualities as essential to a vibrant, successful school community where everyone can achieve:

Attitude: choosing to adopt a positive attitude.

Effort: always working hard to achieve our potential.

Values and Relationships: promoting values such as mutual respect and altruism (caring for others above ourselves) to foster positive relationships.

Collective Ethos: the understanding that we are all stronger when we work together to foster a collective enjoyment of our learning day-to-day that, in turn, maximises achievement.

School Aims:

To give pupils opportunities to achieve their ambitions and goals.

¹To be a community in which everyone has a part to play.

To enable pupils to succeed in an ever-changing world.

To create an atmosphere where everyone respects themselves and others.

Wallace High operates within Stirling Council's duty under the Equality Act (2010) to eliminate discrimination, harassment and victimisation and to promote and encourage the participation of all including those who face disadvantage.

The equality act identifies 9 protected characteristics including

- disability,
- gender reassignment,
- race,
- religion
- sexual orientation

Bullying:

"Bullying has a detrimental impact on children and young people's wellbeing. Children and young people have the right to be safe, secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential." (Respectme 2015)

Link to Stirling Council's policy on managing and preventing bullying behaviour:

<https://stirling.gov.uk/media/10954/respectforall.pdf>

When incidents do occur, Wallace High will use the approaches outlined below to effectively resolve the situation

Principles:

- To develop and maintain a safe, welcoming, and bully-free ethos and environment
- To help young people manage their lives and relationships in positive and non-aggressive ways
- To promote good citizenship
- To minimise and try to end the incidence of bullying in schools and also to influence attitudes towards bullying in the community
- To encourage the whole school and parents as partners to play an active role in supporting anti-bullying initiatives
- To give a clear signal that bullying will not be tolerated
- To ensure that victims, perpetrators, witnesses, and parents know that the school will take positive action in all cases of bullying

- To encourage reporting of bullying and harassment wherever possible
- To enable staff to develop the confidence, skills and knowledge to recognise and handle bullying incidents and to educate pupils about the prevention of bullying
- To support and protect victims and address the special needs of the bully in a non-threatening way
- To enable people to develop the knowledge, skills and attitudes necessary to deal positively and effectively with bullying situations and behaviours
- To standardise procedures and provide a consistency of approach in dealing with bullying across the school

Responsibilities of All Staff:

It is the responsibility of all members of the school community:

- to be vigilant and recognise bullying behaviour.
- to report bullying immediately. Victims can be passive and withdrawn, others need to tell when they see bullying.
- to follow the procedures outlined in section 6, 'Procedures for dealing with bullying behaviour'.

It is the responsibility of the School Management Team:

- to ensure that this policy and the procedures for dealing with bullying are implemented, monitored and reviewed on a regular basis.
- to provide necessary support for teaching staff to maintain safe classrooms
- to maintain a safe school environment.

It is the responsibility of teaching staff:

- to ensure classrooms are safe:
 - Where bad behaviour is not tolerated
 - Where bullying is recognised, condemned, and dealt with
 - Where learning takes place in a supportive environment

It is the responsibility of pupils:

- to follow the agreed codes of behaviour for the school.

Procedures for dealing with bullying behaviour:

- Any incident of perceived bullying behaviour witnessed by staff or reported by a pupil will be passed on to the pupil support teacher or year group DHT.
- PS/DHT will investigate concern. The member of staff dealing with the incident investigates and seeks factual information from the victim or victims, and any bystanders or witnesses if this is considered necessary. This is done in a sensitive manner. It is useful to ask those concerned in the bullying incident to provide a written account. When investigating an allegation of bullying, great care must be exercised by the mediator to ensure that there has been no reciprocal bullying by the victim making the allegation. Complete objectivity requires to be practised by the investigating adult.
- Concerns/Incident will be recorded in pastoral notes in SEEMIs.
- PS/DHT will decide on necessary action & support for the victims of the bullying behaviour.
- If necessary, parents of both the victim and the bully are informed and should become involved in working in partnership with the school to change behaviours and/or help support restorative practices.
- In serious cases, disciplinary actions may be taken which involve sanctions and the use of behaviour support booklets issued by the relevant DHT.
- PS/DHT to monitor and review.
- All actions and outcomes are recorded in SEEMIs.

Responsibilities of Pupils:

To wear school uniform

Attend school regularly, on time, and prepared to learn

To keep mobile phones switched off and away in bags – unless authorised by staff

Respect people's privacy by refraining from digitally recording anything in school

Listen carefully and follow instructions

Be polite, considerate and well-mannered

Consistently bring your school bag, pencils/pens etc. and water bottle

To stay in the school grounds at morning break

To ensure all outside jackets and scarves are removed when inside the building

Show courtesy to others by putting all rubbish in the bin

To show respect and fairly treat pupils and staff, regardless of their sex, race, disability, religion or belief or sexual orientation

Promoting Positive Behaviour

It is the responsibility of subject teachers to deal with **minor incidents** which occur in the classroom.

More serious incidents can be dealt with by the teacher but must also be recorded and passed to the Faculty Leader (FL).

The referral is passed onto the relevant Head of Year who records the incident.

The referral is ultimately filed in the pupil's main school file.

It is the responsibility of the Heads of Year to monitor pupils' behaviour across the curriculum.

They will become involved if a pupil's behaviour is causing concern in many subject areas.

They may then log all incidents and take appropriate action. They are also responsible for dealing with serious incidents which are likely to result in exclusion.

Members of the Senior Leadership Team (SLT) are available throughout the day to remove pupils from lessons where there is **serious disruption**.

Subject teachers should send a pupil to the main office who will contact the member of the SLT who are on duty.

The Head teacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a **fixed term exclusion**.

In the case of all exclusions, parents/guardians are informed in writing of the reasons for the exclusion and their right of appeal. Excluded pupils are provided with work for the duration of the exclusion.

We are mindful of our duties under the Equality Act (2010) to ensure that protected characteristics groups (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) are not discriminated against or harassed and doing so would be considered a very serious incident.

Restorative approaches provide a framework for building positive relationships and preventing and repairing conflict in schools and has an application: Wallace High has adopted restorative approaches as its framework for taking forward into practice these principles and values

Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used when no other alternatives are available.

Minor Incidents

These incidents are dealt with by the classroom teacher and include, for example: throwing paper; calling out; chewing; not following instructions; incomplete class work; no homework; lack of equipment.

Sanctions could include:

- verbal reprimand
- short cooling off period outside the classroom (maximum 5 minutes)
- moving seat
- short detention
- Fac 1 letter – Fac 2 letter (see Appendix 1)
- referral to Faculty Leader
- extraction from lesson (supervised by an adult)

Persistent incidents, or incidents of medium severity

These incidents must be recorded and passed to Faculty Leader. Unacceptable behaviour in this category includes:

- persistency of minor incidents as above
- rudeness to staff

- verbally aggressive behaviour to another pupil
- being continually off-task.

Faculty Leaders' sanctions include:

- meeting with pupil
- contact with parents by phone or Faculty Letter (Appendix 2)
- placement on Faculty monitoring booklet
- faculty detention
- referral to Head of Year

Serious Incidents

Serious incidents are dealt with by the Head of Year and/or the SLT and include:

- truancy from school & lessons
- extreme rudeness to staff
- aggressive behaviour
- smoking/vaping
- refusal to comply with other sanctions
- theft
- serious incidents of bullying
- harassment (towards protected characteristics detailed in the Equality Act (2010) which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)
- fighting
- bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive)
- involvement with drugs or alcohol

- physical aggression to a member of staff will be treated with the utmost severity

Sanctions available include:

- working under supervision of the SLT
- fixed term exclusion
- Police involvement