

WYCOMBE HIGH SCHOOL

Behaviour Management Policy

At Wycombe High School, we believe that a good behaviour management policy is one of the keys to successful and effective learning and teaching. This policy is designed to:

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational way
- Ensure fairness and encourage consistency of response to both positive and inappropriate behaviour
- Promote early intervention
- Enhance learning and teaching.

We expect students, staff, parents and governors to work together to achieve the highest standards of behaviour within and beyond the school, in accordance with this policy document.

We model and promote positive behaviours at every opportunity. We encourage each student to take responsibility for herself and others, her learning and the environment.

The school's Behaviour Charter was developed in 2008 / 9. It is reviewed annually by students. A copy is signed by each tutor group at the beginning of the academic year and displayed in every form room. A copy signed by the Headteacher and Head Girl is displayed on the Headteacher's Noticeboard.

Behaviour Charter

Politeness

We will always:

1. Say 'Please' and 'Thank you'.
2. Make eye contact, greet everyone with a friendly smile and shake hands when appropriate.
3. Respond to a greeting in a positive and reciprocal way.
4. Keep to the left when moving around the school.
5. Open doors for one another.

Respect

We will:

1. Always treat others as we would like to be treated.
2. Not just stand by, but will stand by each other.
3. Respect other people's possessions.
4. Treat our environment with care.

Responsibility

We will:

1. Be prepared to learn and help create a positive learning environment.
2. Take pride in everyone's successes and achievements.
3. Take responsibility for ourselves and our actions.
4. Speak to a member of staff if we see something inappropriate happening.

Positive behaviours - What do we recognise?

- Commitment
- Progress
- Achievement
- Contributions to wider aspects of school life
- Successes and achievements at individual and team levels within and outside school.

These positive behaviours are acknowledged and celebrated in a variety of ways, within the form, year group and key stage, at registration, in assembly and with the wider school community through Staff Briefing, the Student Bulletin, the Head's letter to parents, 'High Flyer' and the press.

Rewards for positive behaviour include:

- Verbal praise from a member of staff
- Written praise or comment, for example in the student planner, a letter to parents
- Display of work
- Merit (KS3)
- 'Praise on a postcard' (KS4 and 5)
- Commendation
- Recognition of talent / contribution
- Certificates, prizes and awards at assemblies and presentations
- Giving of additional responsibility, for example form / year / school / subject prefect, leader, representative
- Progress check / report.

Merit stickers and 'Praise on a postcard' are designed to acknowledge effort, good work and citizenship, *beyond normal expectations*. They are intended to boost self-esteem and promote positive responses from students in terms of their commitment to learning and the school.

'Merit stickers'

- are for students in KS3 only
- are given out as singles whatever the task
- can be issued to the whole class
- are stuck by students in their planners
- are not cumulative, ie over a key stage.

Merit certificates are awarded when a student has achieved the following no> of merits:

10 merits	Bronze
25 merits	Silver
50 merits	Gold
100 merits	Platinum
150 merits	Diamond

'Praise on a postcard'

- is for students in KS4 and 5

How it works in practice

A member of staff who wishes to praise a KS4 or 5 student using 'Praise on a postcard':

1. Chooses a postcard from the set of designs which can be found next to the telephone in the staffroom under the post box
2. Writes the student's name and form in the space provided on the reverse of the postcard
3. Writes a message
4. Signs the card
5. Posts the card in the post box in the staffroom

The post is collected every Thursday by Student Support Services and posted by second-class post the same afternoon, to arrive at the weekend.

'Commendation Certificate'

Students can be nominated by staff to receive a certificate of commendation for *outstanding commitment, work or contribution to the wider life of the school*. Commendation certificates are presented to students in assembly.

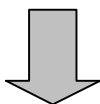
Responding to Inappropriate Behaviour

Whilst instances of poor behaviour are relatively infrequent, this policy presents a clear, consistent and effective way of managing inappropriate behaviour, both in and out of lessons.

Consequences of negative behaviour in lesson / registration time.

A student will face the following set of consequences if she chooses to continue to behave in an inappropriate and / or unacceptable way.

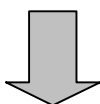
Warning



A warning will be given following an attempt by the subject teacher / form tutor to encourage the student to make an appropriate behaviour choice

Member of staff responsible for discipline = subject teacher / form tutor

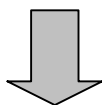
Last to Leave



The subject teacher / form tutor will ask the student to be 'last to leave', agree a target for the next lesson / registration and record this in the student planner

Member of staff responsible for discipline = subject teacher / form tutor

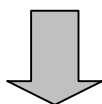
Remove to 'Hot Spot' to 'cool down'



The student will be removed to the team hot spot. The subject teacher / form tutor will resolve the issue, in consultation with the Subject Leader or Head of School, agree a target and record this in the student planner.

Members of staff responsible for discipline = subject teacher / form tutor + Subject Leader or Head of School

Time Out



Internal exclusion; the student will be sent to, and remain in 'Time Out', for all or part of the day (including break / lunchtime). Parents will be informed via a 'Time Out' form and a covering letter sent by the Head of School or Deputy Headteacher.

Severe clause – extreme confrontation

This may result in a fixed term exclusion. Parents will be contacted. The school's expectations will be re-stated to the student and parent/s at the re-admittance interview.

In certain circumstances, staff may 'jump' a stage in the process.

The process is cumulative. In other words, if a student is 'last to leave' in a lesson and chooses to behave in a similar way in the next lesson, she will be sent to the hotspot.

Consequences of negative behaviour out of lesson time.

An issue slip will be completed by the relevant member of staff and handed into Reception by 2.20 pm, for same day action by a senior member of staff at 3.35 pm



The student will be withdrawn from lessons towards the end of P5 and a note made in the student planner regarding the issuing of an issue slip



The student will be asked to explain what has happened to her parents and bring in a letter for Student Support Services by 8.45am the following morning



Student Support Services will confirm receipt of the letter and set a lunchtime community service duty as appropriate. The letter will be routed via the form tutor to the student file.

Truancy

Students are expected to attend school, on time, every day. Truancy is not acceptable and sanctions will be applied. This will usually involve community service after school and / or during the lunchtime. The principle is that the time taken off school should be made up from the student's own time. This may involve student attendance on INSET days or during the school holidays.

Detentions

A detention is a serious sanction. It involves staying behind after school for an hour to work in silence and under supervision. Detentions are given for problems with academic work. Reasons for receiving a detention include:

- Persistently failing to hand in homework
- Repeatedly doing work which is below the standard of which a student is capable
- Not meeting deadlines.

Detentions

- are usually only given after two clear warnings have been issued, with deadlines by which the work must be handed in or completed. These warnings will usually be given as stickers placed in the Student Planner
- are notified using a sticker which is placed in the Student Planner in the 'Comments' section for that week. This sticker is the notification to parents that their daughter has received a detention
- take priority over school extra-curricular activities such as sports or music practices
- are held in C203 from 3.45 pm – 4.45 pm on Tuesdays.

A list of other inappropriate behaviours and sanctions is given overleaf.

Support strategies

Students experiencing difficulty with a particular subject or aspect of school life are placed 'on report'. The nature of the report will depend on the individual student's circumstances. For example, if a student is experiencing difficulty sustaining an acceptable level of commitment in a particular subject, she may be placed on subject report. This will involve the subject teacher assessing and commenting upon the student's level of effort and participation.

A student may also find herself on:

- *Attendance report*, if she has been absent for part or all of a lesson or lessons, without permission
- *Punctuality report*, for frequent lateness to lessons or school
- *Organisation report*; for arriving to lessons without the necessary books, kit or equipment
- *Behaviour / Progress report*; to monitor level of effort, concentration and participation further to concern expressed by a member of staff, a parent or even the student herself
- *Full report*, if she is causing concern across a range of subjects.

A student is usually placed on report for a period of one full school week. In most cases the form tutor and / or Head of School checks the report each day, likewise parents.

Pastoral Support Programme

In the event of repeated instances of inappropriate behaviour a Pastoral Support Programme may be developed. This process involves a senior member of staff, parents, the student and a representative from an external agency.

Behaviour: Sanctions

Behaviour	Sanction	Staff involved
Homework handed in late / incomplete / not handed in / of poor quality	1st time: warning sticker in planner 2 nd time: warning sticker in planner 3 rd time: academic detention	Subject teacher Subject Leader
Lateness to lessons without good reason	Note in planner Time made up at break or lunchtime	Subject teacher Subject Leader
Persistent breaches of uniform / make up / jewellery regulations	Infringement recorded Letter to parents Student sent home	All staff Student Support Services Head of School
Damage to property	Parents informed If deliberate; full reparation and Community Service If accidental; partial reparation and Community Service	Student Manager Head of School
Truancy	Parents contacted Student placed on attendance report Community Service	Student Manager Head of School
Off-site without permission	Issue slip for Years 7 to 11 Loss of privilege for Sixth Form	All staff Student Manager Head of School
Smoking on school premises, outside school or in uniform	Issue slip for Years 7 to 11 Loss of privilege for Sixth Form	All staff Student Manager Head of School
Bullying	Parents informed Internal exclusion 1 – 5 days fixed term exclusion	Head of School Headteacher
Provoked physical assault	Parents informed Internal exclusion 1 – 5 days fixed term exclusion	Head of School Headteacher
Unprovoked physical assault on student	Parents informed 1 – 5 days fixed term exclusion (or permanent exclusion) Police may be informed Community Service	Head of School Headteacher
Theft	Parents informed Internal exclusion 1 – 5 days fixed term exclusion Full reparation Police may be informed	Head of School Headteacher
Verbal abuse of a member of staff	Parents informed 1 – 5 days fixed term exclusion	Head of School Headteacher
Possession of articles likely to cause injury or offence	Parents informed 1 – 5 days fixed term exclusion Police may be informed	Head of School Headteacher
Possession / consumption of alcohol	Parents informed 1 – 5 days fixed term exclusion Involvement of external support agency	Head of School Headteacher
Possession / ingestion of illegal substance	Parents informed Police informed 3 – 5 days fixed term exclusion / permanent exclusion	Head of School Deputy Headteacher Headteacher
Dealing / distributing an illegal substance	Parents informed Police informed Permanent exclusion	Headteacher

Physical assault on member of staff	Parents informed Police may be informed 3 – 5 days fixed term exclusion / permanent exclusion	Headteacher
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Fixed term exclusion

A decision to exclude a student can only be taken by the Headteacher, or, in her absence, by a Deputy Headteacher. Persistent breaches of school rules over a period of time may lead to longer fixed term exclusion, or to permanent exclusion if lesser sanctions have proved unsuccessful. Parents, the Chair of the Governors' Disciplinary Committee and the Local Authority are informed. Work is set and marked by the relevant subject teachers. The collection of work by parents is co-ordinated by Student Support Services. On the first school day following the exclusion period, the student and parent/s attend a formal re-admittance interview with the Headteacher or Deputy Headteacher.

Spring 2010

Review Spring 2013