

Behaviour Management Policy

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

- Promote and reward positive behaviour
- Develop 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 teaching and learning.

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

Promoting and rewarding positive behaviour

In lessons and around the school, we aim to model and promote positive behaviours with each other and the students at every opportunity. We encourage each student to take responsibility for herself and others, her learning and the environment by:

- Taking responsibility for her actions, thinking for herself and taking pride in all that she does
- Showing understanding, tolerance, courtesy and respect towards other people
- Being punctual and prepared for lessons and helping to create a positive learning environment
- Respecting other people's possessions, using equipment and resources with care and endeavouring to make the school a clean, safe and pleasant place in which to work.

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, 'Headlines', the school's website 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 prefect, Y11 Leader
- Grade card / report.

Consequences of Positive Behaviour

Merits are designed to acknowledge effort, good work and citizenship.

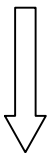
Bronze Merit Certificate

This will be awarded when a student achieves 10 merits.



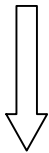
Silver Merit Certificate

This will be awarded when a student achieves 25 merits.



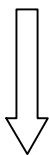
Gold Merit Certificate

This will be awarded when a student achieves 50 merits.



Platinum Merit Certificate

This will be awarded when a student achieves 100 merits.



Diamond Certificate

This will be awarded when a student achieves 150 merits.

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.

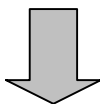
Responding to Inappropriate Behaviour

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

Consequences of negative behaviour in lesson / registration time.

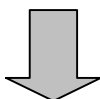
A student will face the following set of consequences if she chooses to continue to behave in an inappropriate and / or unacceptable way.

Warning



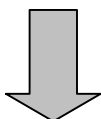
A warning will be given following an attempt by the subject teacher / form tutor to encourage the student to make an appropriate behaviour choice
Member of staff responsible for discipline = subject teacher / form tutor

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

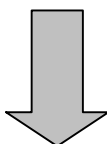
Remove to 'Hot Spot' to 'cool down'



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 (and spend break and lunchtime with a senior member of staff). Parents will be informed via a 'Time Out' form and a covering letter sent by the Head of School or Deputy Head. Target(s) will be agreed by the subject teacher / form tutor, in consultation with the Subject Leader or Head of School with the student, prior to the next lesson. These will be copied into the student's planner.

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

Severe clause – extreme confrontation

This may result in a fixed term exclusion. If so, parents will be contacted by the Headteacher. The school's expectations will be re-stated to the student at the re-admittance interview.

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 2.20pm, for same day action by a senior member of staff at 3.35pm



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 the Head of School by 8.45am the following morning



The Head of School 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 viewed as 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 the teacher knows the student is capable of
- Not meeting deadlines for coursework.

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 the Learn2 Centre 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 a subject report. This is likely to involve her handing a report sheet to her subject teacher at the beginning of the lesson and collecting it at the end, once her teacher has had the opportunity to assess and comment on her 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
- *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 and signs the report each day. Parents are asked to sign and comment on the report each evening.

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 Head of School
Lateness to lessons without good reason	Note in planner Time made up at break or lunchtime	Subject teacher
Persistent breaches of uniform / make up / jewellery regulations	Note in planner Telephone call to parents Letter to parents Student sent home	All staff Head of School Deputy Head
Damage to property	Parents informed If deliberate, full reparation and Community Service If accidental; partial reparation and Community Service	Head of School
Truancy	Parents contacted Student placed on attendance report Community Service	Head of School
Off-site without permission	Issue slip for Years 7 to 11 Loss of privilege for 6 th form	All staff Head of School
Smoking on school premises, outside school or in uniform	Issue slip for Years 7 to 11 Loss of privilege for 6 th form	All staff Head of School
Verbal bullying	Parents informed 1 – 5 days fixed term exclusion	Head of School Headteacher
Provoked physical assault	Parents informed 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 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 of alcohol	Parents informed 1 – 5 days fixed term exclusion	Head of School Headteacher
Possession of illegal substance	Parents informed Police informed 3 – 5 days fixed term exclusion / permanent exclusion	Deputy Head 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

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 Education 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 in some cases, parents, attend a re-admittance interview with the Headteacher.

Spring 2007

Review Spring 2009