

## WILMSLOW HIGH SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

**Policy Type:** Governing Body

**Managed by:** Director of Student Services

**Governors' Link Committee:** Learning and Student Support Committee

**Date of Policy:** June 2015

**Review schedule:** Summer 2019 or earlier in order to take account of changes in legislation or DfE guidance

**Review records:**

<b>Presented to LSS Meeting 23.6.15</b>	<b>Reviewed by DSS Summer 2016</b>	<b>Reviewed by DSS Summer 2017 Weblinks updated</b>	<b>Reviewed by DSS Summer 2018 Weblinks updated</b>
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### 1. Introduction

- 1.1. The purpose of the Behaviour and Discipline policy is to fulfil the governors' duty of care to students and employees; promote teaching and learning and high standards of attainment; preserve the reputation of the school. Within the Every Child Matters agenda the school will at all times aim to fulfil its duty to keep all students safe, happy and able to learn and to enable staff to teach and promote learning without interruption or harassment.
- 1.2. Wilmslow High School's Rationale, Aims, Entitlement, Code of Behaviour and School Rules which are in the students' prospectus, the Home-School agreement, planners and the staff handbook, provide the context for our Behaviour and Discipline Policy. This is known as "The Wilmslow Way", which has at its heart the emphasis on Pride, Behaviour and Success.

### 2. Principles

#### 2.1. These include:

- 'Education at Wilmslow High School is based upon the premise that all children are of equal value' (Rationale)
- 'The school is seeking to maintain a positive, happy and ordered community, which has at its heart a commitment to learning, and within which everyone is regarded as being of equal value' (Code of Behaviour)
- 'It is axiomatic that the quality of relationships operating within the school be founded upon mutual respect and that our expectations of each other and of students are of the highest' (Code of Behaviour)
- 'We aim to foster learning within an environment which is disciplined, calm, stimulating, enjoyable and within which there is mutual respect' (Aims)
- 'Acceptance by all in the school of a common responsibility for maintaining good discipline' (Code of Behaviour)
- 'We aim to establish a culture that values achievement, encourages students to develop their full potential and recognises individual success' (Aims)
- 'Good discipline is best promoted by purposeful learning and unacceptable behaviour can be changed' (Code of Behaviour)

- 'Every student at Wilmslow high School is entitled to a broad and balanced curriculum which provides equality of access for all and which provides challenging tasks to meet individual needs' ( Student entitlement). The governors expect the Behaviour and Discipline policy and procedures to be in accordance with their responsibilities under equality legislation

### **3. Roles and Responsibilities**

- 3.1. At Wilmslow High School High School we expect courtesy, politeness, regard for others and self discipline. Whilst there are clear and consistent rules, procedures and guidelines aimed at maintaining a positive atmosphere around the school, it is important that all students develop a sense of responsibility for their own behaviour.
- 3.2. The Governing Body will, in consultation with The Head teacher and staff, monitor and review the policy for the promotion of good behaviour. The school will ensure that the policy is communicated to parents and its expectations are clear. Governors will support the school in maintaining high standards of behaviour and apply any legal sanctions. The Assistant Head teacher Student Services will coordinate the implementation and monitoring of the policy and procedures.
- 3.3. The Head teacher is legally required to ensure that the Behaviour and Discipline policy aims to :
  - Promote good behaviour and respect
  - Prevent bullying
  - Ensure that students complete assigned work
  - Regulate the conduct of students
- 3.4. All staff are responsible for ensuring that this policy and appropriate guidelines contained in the staff handbook are upheld. They also have a responsibility both in the classroom and around the school for maintaining the high quality positive learning environment which encourages good behaviour.
- 3.5. Parents and Carers are expected to take responsibility for the behaviour of their child both inside and outside the school. They will be actively encouraged to work in partnership with the school in a number of ways to maintain high standards of behaviour and will have an opportunity to raise any issues arising from the operation of the policy and procedures. Our expectations are enshrined in the home-school agreement which is signed by both school and home at the beginning of the academic year.
- 3.6. Students will continue to be made fully aware of the school policy and expectations. As a result students have a responsibility to report any incidents which they feel undermine the safety and security of the school community.
- 3.7. Behaviour will be regulated fairly and in accordance with the school's equality statements

### **4. Behavioural Guidelines**

- 4.1. Guidelines arising from this policy have been developed by the school through consultation with the staff. The guidelines will be applied fairly to foster the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. The guidelines will help to identify causes of inappropriate behaviour in order to focus specific strategies to help students improve their own conduct and take responsibility for their own improvement. Wilmslow High School encourages positive and responsible behaviour through the following procedures and systems.
- 4.2. **Enabling students to understand what good behaviour means**  
Students being:
  - Considerate

- Courteous
- Able to relate well to each other and to adults
- Willing to take responsibility for their own actions
- Self-disciplined
- Able to behave in a manner which contributes to effective learning

#### 4.3. **Enabling staff to appreciate what is meant by good behaviour**

- Good behaviour is most effectively promoted through purposeful learning
- Students are most likely to be stimulated, engaged and motivated in an orderly learning environment within which an effective and appropriately differentiated curriculum is delivered
- Good behaviour and learning are most likely to take place when students feel responsible for their learning and are able to achieve
  - Good behaviour will develop where there is mutual respect
  - Improvements in behaviour are more likely to follow if the students' self-esteem can be enhanced, and if the students can be brought to recognise the effects of his or her behaviour
  - Good behaviour, as well as bad, should through the school's systems be drawn to parents' attention
    - Early and effective intervention has an important part to play in preventing poor behaviour
    - The school uniform is meant to develop a sense of identity, fellowship and a feeling of pride
    - It is important that everyone has a clear sense of what is important, what will be valued, and what will not be tolerated. Everyone should be clear what kind of behaviour is expected of them and how they can expect others to behave towards them.

#### 4.4. **Encouraging supportive and appropriate relationships between staff and students**

- The school Rationale, Aims and Home School Agreement commits the school to maintaining a culture of positive appropriate relationships based on mutual respect and understanding.

#### 4.5. **Rewarding effort and enterprise**

- Informal and formal rewards are provided for students including verbal comments, the effort grades on indicators and reports, letters home to parents, behaviour points for prizes, attendance certificates, presentation evenings, 'student of the term' awards and other strategies.
- Great emphasis is placed upon achievement points and the accumulation of a NET value in relation to behaviour will result in a multitude of tangible rewards.

#### 4.6. **Promoting the importance of good attendance and punctuality**

- Great emphasis is placed on the importance of good attendance. Students need to be present to maximise their opportunities for fulfilling their potential
  - Electronic registration is carried out at the start and end of the school day by the form tutor and students are registered in every lesson by the teacher.
  - Student attendance is carefully monitored and reviewed weekly by student managers and the attendance officer: students with a poor attendance record are referred to the Education Welfare Officer.
  - Students, within the School Rules, are expected to be punctual for school and every lesson. Punctuality is carefully monitored: students

with poor punctuality are initially placed in 'referral' and subsequently put on report if the problem persists

- (see Attendance and Punctuality guidelines)

#### **4.7. Promoting Anti-bullying**

- The school Anti-bullying Policy identifies types of bullying, warning signs that a child is being bullied, reason for bullying and the procedure for dealing with bullying.
- The wide range of bullying issues and anti-bullying strategies are explored and discussed through the P.S.H.C.E. programme, through assemblies and through the work of Student Services.
- (See Anti-bullying Policy)

#### **4.8. Ensuring that students understand and follow the school rules**

- The Wilmslow Way is published in the student planner and staff handbook
- Tutors ensure that all students are aware of the school rules as part of the induction process, at the start of each term and during the term as appropriate.
- All parents/carers are encouraged to sign up to the Home School Agreement
- The mobile phone policy is published in the planner and communicated through tutor time and House Assemblies. If students are using mobile phones they will be sanctioned accordingly. If students are using their own data (3G and 4G) and not following the mobile phone guidelines outlined in the ICT acceptable use policy and the mobile phone policy they will be dealt with increasing severity.
- The Wider Curriculum lessons, Wilmslow Way tutor programme and assemblies provide further opportunities for identifying and analysing types of behaviour and strategies for dealing with these are identified.
- The Wilmslow Way operates within lessons and beyond, including the journey to and from school. (See student planner – pp.12 - and staff handbook for guidance)

#### **4.9. Providing a curriculum that is personalised and meets the needs of all our students**

- 'The school's curriculum is based upon the promotion of skills, attitudes, concepts, knowledge and understanding and will, whilst offering both breadth and balance, provide individualised pathways to ensure relevance as students proceed through the school' (Rationale) (see the general prospectus, sixth form prospectus, the Year 10 course choices booklet, the curriculum digests and curriculum policy for further details)
- Teachers and students appreciate the correlation between challenging and engaging lessons and behaviour. Once expectations are clear and the more involved students become in their learning the less need there is for disciplinary procedures.
- The school recognises, through data analysis, the importance of monitoring sub-groups within the school population to ensure that the barriers to learning are removed and that they achieve of their best

#### **4.10. Supporting students to achieve their potential**

- The Learning Support team provides programmes for individual students. Students with learning support needs are monitored to ensure they are meeting their targets as appropriate. Specific additional provision is made for students with hearing impairment, visual impairment and autism
- Other support is provided by:
  - Student Services (Heads of House, Post 16 guidance) relating to academic progress

- Student Services (Student Managers) relating to attendance, uniform, behaviour, punctuality
- Inclusion referrals relating to behavioural issues
- Curriculum Teams
- Counselling by relevant external agencies
- Specific services, such as Educational Psychologists; Anger Management/Behaviour Support/You th offending team/C.A.M.H.S.
- Peer Mentoring (1:1), ‘networkers’ and staff mentoring
- Youth support services provide individually targeted support
- Alternate educational provision to provide individualised pathways;
- School nurse referrals
- Year group targeted interventions
- Pupil premium interventions

**4.11. Changing unacceptable behaviour through a consistently applied whole school system of sanctions and rewards.**

- Rewards come first: the use of support strategies to enable students to achieve and behave well comes next with sanctions as the final stage.
- The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.
- Student Services, in consultation with other staff, use a range of strategies and interventions to ensure students meet the expectations of all students.
- There is a range and stepped programme of sanctions which may be applied with increasing severity according to the incident in question. These include sanctions available to all staff, to tutors, to curriculum teams and whole school sanctions (for example, referrals, lunchtime detentions, students being on report, parental interview).
- Although generally the same sanction may be used for a particular kind of behaviour, there is not a direct correlation between a particular misbehaviour and a specific sanction. The individual student, special circumstances and repeat offences, may for example, influence the agreed sanction.
- For those students, who staff consider may seriously challenge the school’s behaviour management policy, a risk assessment and behaviour management plan may be considered necessary.
- On rare occasions when the school’s normal behaviour management systems are to no avail and a student puts himself/herself, others or property at risk, staff may consider physical intervention: Education and Inspections Act 2006
- Physical intervention would only occur as a last resort when there is “no safer alternative”
- If this does occur then the following needs to take place:
  1. The completion of a positive handling and intervention incident form (FORM 2)
  2. The Director of Student Services/Senior Student Manager must be informed and the incident logged in the Student Services central file
  3. A review of the risk assessment/behaviour management plan (FORM 1)
  4. Consideration of the above if the student does not have this in place.
- Confiscating students’ property: the Education and Inspections Act 2006 confirms the right of schools as a ‘disciplinary penalty’ to seize a student’s possession, or to retain a possession of a student, or dispose of it.
- It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use her discretion in their use

- The Governing Body authorises the Head teacher to use all the powers provided by current legislation.

The Head teacher is responsible for all the procedures for, and implementation of, operational management of this policy.

### **References**

#### **DfE list of statutory policies - School behaviour policy**

Review frequency: Head teacher free to determine.  
Approval: Head teacher.  
Legislation: Maintained schools - Education and Inspection Act 2006:  
Section 89.  
<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

### **Associated resources**

Link to guidance on behaviour and discipline in schools

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Link to behaviour checklist

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Link to Exclusions Guidance

<https://www.gov.uk/government/publications/school-exclusion>

Link to Safeguarding

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>