



## POSITIVE BEHAVIOUR MANAGEMENT POLICY

### Introduction

At The Wallace High School we believe that good behaviour should be regarded as the norm and should be universally understood as such. All members of the school community have a responsibility in ensuring that the principles of respect for oneself, for others and for our environment pervade all that we do. It is our intention that, in partnership with parents and pupils, we prepare our young people to be responsible citizens in adult life. We view rewarding good behaviour and sanctioning poor behaviour as integral parts of the pastoral care of our pupils.

### Aims

At The Wallace High School we aim to foster a sense of respect for:

- oneself
- others
- our environment

Through these three principles it is our expectation that our pupils enjoy a high quality and varied educational experience where pupils will be encouraged to behave positively and rewarded for achievement. The fulfilment of these aims is the responsibility of all pupils and staff in partnership with parents.

### Responsibilities of Pupils

We expect our pupils to:

- recognise that good behaviour is essential to enable them to reach their potential and to facilitate the smooth-running of the school
- know what constitutes good behaviour as summarised in Appendix 1 and detailed in the various Departmental and Form behaviour management policies
- assist in cultivating an atmosphere in which good behaviour is expected by all
- recognise behaviour that is unacceptable and do all they can to avoid it
- understand and accept the consequences of behaving poorly
- know and adhere to the key elements of other school policies that are related to behaviour e.g. Uniform, Anti-Bullying, Drugs, Homework, Attendance, School Events & Trips, Mobile Devices & specific departmental policies.
- behave in accordance with points 16-19 of the 'General Rules for Pupils' found in the School Diary or the school website. (see Appendix 1).

## **Responsibilities of Parents**

We expect our parents to:

- acknowledge that supporting us in ensuring their child follows the school policies and the 'General Rules for Pupils' is a key ingredient to ensuring good behaviour
- take an active interest in both the academic progress and pastoral well-being of their child recognising that problems in either or both of these can have an adverse effect on the behaviour of their child
- support the school when sanctions are applied
- maintain an open channel of communication with the school to keep us informed of significant factors or changes in a pupil's health or circumstances which may impact on their behaviour or progress

## **Responsibilities of Staff**

We expect our staff to:

- create a classroom environment in which pupils are encouraged to learn
- celebrate and reward pupil success in all aspects of school life
- help promote a school environment in which mutual respect is a priority
- be clear, fair & consistent when issuing sanctions for unacceptable behaviour in accordance with the school procedures as laid out in Appendix 2
- regularly reinforce the school's expectations of what constitutes good behaviour as summarised in Appendix 1
- promote the importance of taking care of the school environment.

## **Rewards and achievement**

Positive behaviour management focuses on praise, positive language and an expectation that pupils will make the right choices in their behaviour, or suitably moderate their behaviour when asked to do so for the benefit of all in school. This is the responsibility of all pupils and staff in partnership with parents/guardians and the wider school community. Pupils will be encouraged to recognise that a positive contribution to school life adds to the quality of experience for all in school. Positive behaviour is recognised and rewarded in a number of ways, both formally and informally. Pupils may receive a letter from the Principal congratulating them on a significant achievement; they may be invited on stage during Main Assembly to outline their achievement; rewarded with a school bursary; acknowledged on the school website or other forms of social media used by the school. Other means of reward and recognition include\*:

- praise and positive affirmation by a member of staff
- rewards in the class through merit and reward stickers, class prizes, displaying work, comments and annotation on work

- acknowledgement in Form Assembly or within class set
- celebration through the school's social media and website
- positions of responsibility such as digital leaders, council members, committee members, mentors, prefects, Senior Prefects
- Sports Celebration evening
- Junior and Senior Prize giving

(\*List not exhaustive)

### **Procedures and Sanctions**

The policy is designed to create the conditions for a harmonious school community and it is the responsibility of each pupil to know and abide by the policy and the school rules. We recognise, however, that there will be occasions when breaches of good order will occur and some students will seek to contravene school rules and accepted patterns of behaviour. Consequently, there is a set of procedures and sanctions for dealing with such offences. These include:

- verbal warnings, repeated or extra work,
- detentions – break or lunch time, Subject, Departmental, Head of Year, Friday and Saturday detention.
- Suspension,
- Expulsion.

At each stage it will be clear to pupils why they are being punished and that a record of their conduct may be kept.

### **Review of Policy**

In accordance with school procedures this policy will be reviewed regularly, when pupils, parents & staff will be consulted.

### **Attached**

Appendix 1: General Behaviour (Points 16-22 in Homework Diary)

Appendix 2: Hierarchy of Sanctions & Rule of 3

Created by: D Atkinson

**Appendix 1: GENERAL BEHAVIOUR (Points 16-19 in Diary)**

16 Pupils are expected to act at all times with courtesy and consideration, and in a manner which brings credit to themselves and our school. This includes when they are travelling to and from school, on school trips or representing the school. Pupils who behave in a manner which discredits themselves, their parents/guardians or our school may be subject to school imposed sanctions.

Pupils should:

- use 'please' and 'thank you' when appropriate;
- open doors for staff and visitors;
- wear the school uniform correctly and use suitable language whether in the company of their peers or other adults;
- respect themselves, the school community and the school environment.

17 (a) Pupils are expected to keep the school and its precincts tidy and free of litter.

(b) Pupils must make themselves aware of the uniform regulations, which are provided at the start of the academic year. Pupils should understand from these regulations the correct uniform to be worn and the correct way in which the uniform should be worn. If uniform is not worn correctly a pupil may be referred on the Behaviour Management Record. A third referral will result in a Uniform Detention for 30 minutes on a Friday afternoon. Persistent infringements may result in the application of a more serious school sanction or progression through the sanctions in line with the Rule of 3.

18 Pupils will at all times follow the instructions of teaching, supervisory staff or prefects, and observe all safety precautions as required in practical work, games or fire drills.

19 (a) Pupils must not enter any part of the school grounds or buildings which are designated "out of bounds". They must follow the rules for movement round the school. At lunch time, pupils should not be in the corridors of the main teaching block unless going to see a member of staff or attending a meeting.

(b) Pupils must not drive cars, ride bicycles or motor-cycles within the school grounds without permission of the Principal. Pupils driving into the school grounds on a Saturday for games must, in the interest of safety, use the Clonevin Park entrance.

(c) Pupils should not enter a classroom without the permission of a member of staff or prefect but should wait in single file outside the room.

(d) Pupils must not use the school as an address at which to receive letters or to have items delivered.

(e) Pupils must not remain on the school premises after 3.40 pm unless under the supervision of a teacher.

- (f) Pupils must take responsibility for their property and not leave bags, books, etc. in corridors. They may be left, in an orderly fashion during the school day, in the following places:
  - the locker area; and
  - on the shelving in the area in the Link.
- (g) Pupils must not use the front door going into or out of school.
- (h) Pupils must not eat or drink in class, in assembly, in the corridors or in study areas at any time. Pupils are permitted to drink still water in class provided it does not constitute a safety hazard or interfere with the learning experience of others. They should not bring energy drinks to school.
- (i) Pupils must not bring to school or use chewing gum.
- (j) Pupils are not permitted to trade in school.
- (k) Pupils must not bring to school or use tobacco, e-cigarettes, alcohol or illegal drugs. The school has a Drugs Awareness policy of which pupils should be informed. Pupils must not be in possession of smoking materials, including e-cigarettes or other similar devices, and they should not engage in smoking on the school premises or when in school uniform.
- (l) Pupils must not bring to school dangerous or anti-social articles nor can they use them while in school uniform.
- (m) Pupils are advised not to bring to school MP3s, iPods or similar equipment and do so entirely at their own risk (see 'Mobile Devices Policy').
- (n) Pupils must follow the guidelines relating to mobile phone use and other hand-held electronic devices in the school. They are permitted to use their phones at break and lunchtime but they should not be used in the corridor at any time during the school day. (see 'Mobile Devices Policy').
- (o) Pupils are expected to obey the relevant school rules when travelling to and from school and when wearing school uniform.
- (p) Pupils must not share, post or upload materials online that may cause offence to others. (See the school Social Media Policy for greater detail.)
- (q) Pupils who are found to have engaged in malpractice in internal examinations will not be awarded a score for that element of the examination on their report and will also have a school sanction applied.
- (r) Pupils who feel unwell in school should tell a teacher who will issue a yellow slip for them to attend the Medical Room. A pupil must always go to the Medical Room to be assessed; pupils should not ring a parent and arrange to go home without the School Nurse's authorisation.
- (s) COVID-19 related incidents. Students must make every effort to adhere to rules and regulations put in place for the management of COVID-19. The school will sanction those pupils, up to and including exclusion, who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff putting them at risk.

**DISCIPLINE**

20. Pupils who break school rules are liable to disciplinary action. The sanction issued will depend on the nature and frequency of the pupil's misdemeanour and could include extra work being set, a school day or after-school detention, a Uniform detention, a Friday detention, a Saturday detention, a suspension or expulsion from the school. The school may choose to enter the sanctions hierarchy at any level, depending on the nature of the offence.
21. The school operates a 'rule of 3' principle which means that an accumulation of 3 of any type of sanction will automatically lead to a more serious sanction being issued in place of the 3<sup>rd</sup> lesser sanction.
22. The following will be regarded as serious offences:  
persistent minor offences; use of abusive language; assault; physical violence; bullying; possession, use, distribution or sale of alcohol, drugs or solvents; fighting, interference with the possessions of others, smoking and/or possession of smoking materials and e-cigarettes, internet abuse, sexual misconduct, misconduct during examinations, truancy; persistent lateness; vandalism.\*  
Failure to complete a sanction may lead to the school issuing a more serious sanction.  
(\*list not exhaustive)

## Appendix 2 Hierarchy of Sanctions

There are a range of sanctions used in school. These include:

- Verbal warning
- Extra work
- Removal of property for duration of the lesson
- Break time detention
- Lunch time detention
- Subject Detention – issued by subject teacher. Parents notified by letter if this is after school.
- Department Detention – after school for 40 minutes issued by Head of Department. Parents notified by letter.
- Head of Year Detention – after school for 40 minutes issued by HoY. Parents notified by letter.
- Uniform Detention – after school on a Friday for 30 minutes issued by HoY. Parents notified by email/letter.
- Friday Detention – after school on a Friday for 1 hour issued by HoD/HoY/VP. Parents notified by email/letter.
- Saturday Detention – 2 hours on a Saturday morning, INSET or Staff Development Day. Issued by VP. Parents will be contacted by school and notified by email/letter.
- Suspension
- Expulsion

Behavioural incidents which are sanctioned should be recorded on the year group Behaviour Management Record. HoYs/HoDs have access to the Behaviour Management Record to monitor behaviour in their Form or Department.

### Rule of 3

If the same sanction is applied 3 times on the third occasion it is escalated to the next appropriate sanction from those listed above. For example, a third Departmental Detention or Head of Year detention becomes a Friday detention, a third Friday detention becomes a Saturday detention etc. The Rule of 3 will be applied to all after school detentions.

The Rule of 3 does not apply to suspensions, in that a third suspension will not automatically lead to expulsion.

On the Behaviour Management Record this will be recorded as 2 + 1 i.e. 2 Head of Year detentions and 1 Friday detention or 2 Friday detention and 1 Saturday detention etc.

#### SEN

Where a student has issues of a SEN nature that affect organisation through no fault of their own. In such instances the SENCO should be made aware of the problem and a strategy will be put in place to support the pupil concerned. If SEN/SEBD problems manifest themselves in unacceptable behaviour a Behavioural Education Plan may be put in place. (See SEN/SEBD policy).



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