

Waseley Hills High School

Pupil Discipline Policy For September 2016

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Waseley Hills
High School

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Discipline Policy 2016

Governors' Statement

This policy update is a reflection of the new statutory powers relating to the management of disruptive student behaviour and is a reflection of our mission statement, ISEN policy and the national framework of Every Child Matters.

Waseley Hills High School (WHHS) is committed to providing an inclusive education and welcoming environment for all students, where the positive is recognised and rewarded, where talent is nurtured and where all can reach their potential. In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. We believe that fostering the development of the skills of self discipline, cooperation, respect, tolerance and high expectations is an important part of our work here at WHHS. Without these skills individual young people will not be able to take up the full educational opportunities on offer, and some may be inclined towards behaviour which obstructs others from taking full advantage of those opportunities.

Discipline Policy

Roles and Responsibilities

This policy update is based on current best practice. It is our aim to keep it and all related policies under regular review. At the heart of this policy is the belief that all young people have a right to go about their school day and the business of learning without hindrance, and that staff, parents and the students themselves have an active part to play in this. All stakeholders aim to create and maintain a reflectively caring, happy, learning environment so that every student can reach their potential

Staff, parents and students have a collective responsibility for:

1. promoting good behaviour in all areas of school and on the way to and from school
2. Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based upon mutual self-respect.
3. Ensuring fairness of treatment for all
4. Responding consistently to both positive and negative behaviour
5. Developing a positive and active partnership with parents

WHHS has in place systems and procedures, which support and reinforce the efforts of individual staff to deal with and manage unacceptable behaviour. Central to this is effective and clear two-way communication between staff, students and parents. All staff are issued with a set of guidelines that offer sensible and practical approaches to the management of student behaviour.

High expectations are a very important aspect of creating a positive, purposeful achieving ethos. It is accepted that most young people at some stage in their development test the boundaries of acceptable behaviour and transgress the rules. Our response to that is underpinned by the belief that all young people are redeemable and deserve more than one chance, that transgressors need to be treated with respect and at times young people need to be protected not only from the effects of the behaviour of others but also the effects on themselves of their own behaviour.

All staff have more than one role and what is common across both pastoral and academic functions is the collective responsibility for reinforcing and correcting unacceptable behaviour. All staff have responsibility at all times for the maintenance of good order in communal areas around WHHS, both as students make their way to and from lessons and during their free time. Each day a Duty Team Leader leads a team of staff on duty, each with a designated area.

It is the duty of all staff to correct breeches of our school rules. In many cases admonishment, accompanied by actions on the part of the student to rectify their behaviour is all that is needed. In all situations common sense should always prevail.

Before employing sanctions it is important to consider any denial made by the student and, where appropriate, to investigate claims that someone else is involved in wrong doing. Whole groups of students must not be punished for the negative behaviour of individuals.

Code of Conduct.

Within the Waseley Hills High School community everyone is expected to act with courtesy, co-operation and respect at all times.

Remember to:

- **Respect yourself**
- **Respect others**
- **Respect your environment**

The following rules apply to students and Staff:

Respect yourself

- Dress smartly and appropriately at work
- Bring the correct equipment to allow you to work
- Be on time for everything and ready to work
- Complete all your work in class and at home to the best of your ability
- Behave as you would want others to behave towards you
- Do not bring any illegal, offensive, dangerous or forbidden items into school

Respect others

- Be considerate to others
- Be polite and courteous
- Allow others to learn
- Do not make other people's lives more difficult
- Never verbally or physically abuse someone else
- Play an active and positive part in all aspects of school life

Respect your environment

- Put litter and waste in the bins provided
- Do not smoke
- Do not graffiti anything in the community
- Use all areas of this community for the purpose they are intended
- Do not enter or use areas that are out of bounds for students
- Remember there are people around you who may be younger and smaller than you and move considerately around the school

Types of Behaviour

Acceptable behaviour is being well mannered and sensible at all time. All students must follow instructions, work quietly and produce work to the best of their ability. Movement around school should be calm and orderly. Students should be courteous to each other and all staff and visitors.

Unacceptable behaviour can come in many guises and forms but the following are some examples:

- Failure to work to capacity or complete sufficient work
- Failure to arrive at lessons properly equipped – including their planner, exercise books, PE kit and writing equipment
- Poor timekeeping, eating in lessons, dropping litter, defacing exercise or text books and using inappropriate / offensive language
- Any disrespectful or insolent behaviour
- Refusal to carry out instructions
- Bullying

Conduct and information on sanctions are widely displayed throughout the school. The school anti bullying policy is given a high priority. Bullying report forms are available for students who wish to forward sensitive information.

Behaviour likely to lead to exclusion includes:

- Serious cases of rude, disrespectful behaviour
- Violent and aggressive behaviour – including bullying and intimidation

- Persistent disregard of school rules, consequence procedures, discipline code and dress code
- Failure to comply with health and safety regulations – fire notices, going on the roof, climbing over fences in the tennis courts, persistent smoking
- Acts of vandalism, damage or theft
- Possession or use of alcohol
- Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related issues
- Persistent disruption of teaching and learning
- Being found in possession of any prohibited items, specifically weapons, smoking items, illegal substances or alcohol.

Important information:

By law and under school policy staff are authorised to use positive and professional handling, reasonable force and physical restraint in carrying out their duties and to prevent injury, damage, serious disruption and criminal offence. This includes the power to search for offensive weapons.

The Use of Sanctions

Sanctions are used and graded according to stages of seriousness. This staged approach to behaviour for learning allows for a clear progression of sanctions to be employed. This system is thus transparent and easy to follow. Sanctions available include:

1. admonishment and warning
2. deploying effective classroom management techniques
3. lesson planning to incorporate good behaviour
4. moving a student within a classroom
5. waiting behind to discuss behaviour at end of lesson
6. repeating work
7. break time detention
8. lunchtime detention
9. faculty detention
10. after school detention
11. daily report
12. weekly Report
13. parental interview (some with police present)
14. internal isolation
15. fixed term exclusion
16. permanent Exclusion

Circumstances in which the police will be called.

WHHS has the authority to contact the police when any evidence of a criminal act has been uncovered as a result of internal school investigations. These will include:

1. possession or selling of illegal drugs
2. cyber bullying, persistent bullying or harassment
3. theft of property
4. assault
5. possession of offensive weapons (including knives and guns) or imitation weapons

Incidents on the way to and from school.

WHHS also has the authority to punish students for incidents of negative behaviour on the way to and from school. This includes negative behaviour at lunchtimes. The Education and Inspections Act 2006 empowers head teachers, to such an extent as is reasonable, to regulate the behaviour of students when they are off the school site (for example in relation to cyber bullying).

Detentions

By law some detentions require school to give 24 hour notification to parents. These include detention on:

- After school detention
- Lunchtime detention for those students who go home for lunch

Staff are not required to give 24 hour notification for break time detentions or lunchtime detentions.

Students can be kept up to 10 minutes at the end of a school day in order for staff to speak with them or to carry further investigation. Students placed in isolation at the discretion of The Head teacher, Deputy Head teacher and Assistant Head teacher. The parent of a student placed in isolation will be notified by letter.

Powers of Staff at different levels

Head teacher

- all exclusions – this can be delegated to DH in head teachers absence

Deputy Head / Assistant Head teacher

- Internal isolation
- After school detention
- Letter Home
- Phoning home
- Parental interview
- 'Time Out'
- Place on Report

- Individual supervision

Head of Faculty

- Faculty detention
- Letter home
- Phone home
- Place in after school detention
- Parental interview
- Admonishment
- Isolation within the department
- Placement in the back of a year 12 /13 lesson
- Personal support for individual members of staff

Head of House

Have a global responsibility for overall achievement and attendance within their House. They play a vital role in the management of student behaviour and in inducing a change of attitude on the part of students. They are the key link between school and home. The range of sanctions that they employ are often based upon the needs of the individual and can include:

- Recommending students for isolation
- Placing students on report for attitude, behaviour and attendance
- Phoning home (positive and negative)
- Letters home
- Parental interview
- 'Time Out'
- Interview with EWO
- Working with the SENCO and Support Centre
- HOH detention
- Admonishment
- Personal supervision
- Personal support for learning mentors

Classroom teacher / Form Tutor

- Refer to HOF / HOH
- Break time detention
- Lunchtime detention
- Keep back at end of lesson
- Letter home
- Phone call home
- Seating plan
- 'Time Out'
- Move student(s)
- Quiet word
- Admonishment
- Place in after school detention for 2 lates per week to registration
- Place in after school detention for persistent lack of uniform

Role of SENCO

SENCO plays a key and central role in the leadership and management of students with Special Educational needs. This role encompasses both learning and behavioural matters. As lead practitioner and head of the Student Support Centre SENCO has a significant input toward the organisation and management of WHHS 'On Call' Time Out system, discipline and isolation.

Time Out

This system is designed to support all staff in the teaching and learning of their students. If a member of staff has exhausted all the discipline strategies at their disposal they can call for time out. A member of SLT who is timetabled to be 'on call' will come and remove the offending student and place them in isolation for the remainder of that lesson. The offending student may be kept longer depending upon the individual circumstances. All isolation requests are monitored and recorded by in the Student Support Centre.

Mobile Phones

Every member of staff has the right to confiscate mobile phones and other electronic items from students. All students have a copy of our mobile phone policy and should work within the spirit of this document. Refusal to hand over an electronic item to staff will result in the student being timed out and isolated for the rest of the day. Please refer to separate mobile phone policy for more details.

Restraint of students.

Named staff have the authority in law and under school policy to physically restrain students in line with our policy on restraint (adopted Feb 2008). Named staff will be trained by The Local authority in positive handling of students.

Rewards – Including Merit badges

Rewards are at the heart of everything that we do in school (see separate rewards policy). For every sanction there should be five times as many rewards given to a student.

Rewards can be given to students for their contribution to their own learning, the support of others, their school at home and within the local community. WHHS Merit point system operates from September to May half term. Certificates are issued for the following:

- 100% attendance
- Receiving merit points badges
- Receiving a Lower School Award
- Receiving an Upper School Award

Other methods of reward include:

1. verbal praise

2. Thanking students for working hard
3. Positive stickers in books
4. Formative marking of work
5. Displaying students work
6. Positive letter home
7. Positive post card home
8. Positive phone call home
9. Autumn/spring/summer letters home regarding commendable attainment and effort grades
10. Head teacher commendation
11. Governors' award for outstanding achievement
12. Awards evening (for students in year 11 / 12 / 13)

Process for Dealing with complaints. – refer to separate complaints procedure.

Related Policies

1. Mobile phone policy
2. Anti bullying policy
3. Policy on restraint
4. Rewards and awards systems
5. Uniform
6. Homework
7. Drugs education and prevention

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