

Wallace High School
Fide Ut Rupe Fundatum



**BEHAVIOUR/
DISCIPLINE
POLICY**

BEHAVIOUR/DISCIPLINE POLICY AND PROCEDURES

1. GENERAL

We should all be concerned with encouraging and developing in our pupils a positive approach to behaviour in line with our commitment to **respect for every individual**. Discipline is, firstly, the responsibility of the classroom teacher. The purpose of this 'Policy and Procedure' document is to provide a coherent support system for teachers. All pupils will know clearly, through consistent and thorough day-to-day practice, what we expect of them as far as behaviour is concerned and what the consequences will be for failing to live up to those expectations.

In general the system is that referrals should be made by class teachers to Faculty Managers in the first instance and by Faculty Managers to the appropriate Pupil Support PT/ Member of the SMT (according to their judgment on the level and frequency of the issue) as follows:

- S1 ~ Miss Whillans – Mr Cordiner
- S2 ~ Mr Campbell – Mr Cordiner
- S3 ~ Miss Dunsmore – Mrs Harris
- S4 ~ Mr Kerr – Mrs Harris
- S5 ~ Mrs Dawson/Mrs Buchanan – Mrs Ritchie
- S6 ~ Mrs Ritchie

Where an incident is very serious it is open to any member of staff to refer the individual(s) concerned directly and immediately to any member of the SMT.

Our basic policy on discipline is that we expect our pupils to behave in a courteous and civilised manner. Breaches of discipline of a minor nature will be dealt with by reprimands or by the imposition of extra work/detention. ***Serious breaches of discipline will be the concern of our Senior Management Team and will involve immediate consultation with parents.*** Offences against the law committed on the school campus or on the way to and from school will be reported to the police for appropriate action through our School Based Police Officer.

Very serious offences or continual breaches of normal discipline despite all attempts by Pupil Support Staff to produce improvement, may lead to a pupil being excluded from school and reported to Children's Services for further action.

2. PROCEDURES

These procedures have been designed to:

- *allow a beneficial flow of information among all staff: Teacher, Faculty Manager, Pupil Support Staff and SMT*
- *provide appropriate feedback*
- *involve parents at an early stage*
- *provide clarity and consistency for pupils*
- *ensure that the involvement of Pupil Support Staff in disciplinary matters is appropriate to their pastoral role.*

Included below is a statement of the main points of our School Behaviour/Discipline Policy and the role of Pupil Support Staff in disciplinary matters.

A flowchart of the Discipline Procedure is also included for your information.

3. DISCIPLINE POLICY AND PUPIL SUPPORT

There are a few School Rules which can be easily remembered and understood by pupils (these appear below). Their intention is to promote good behaviour and respect for other people. Pupils should first become familiar with these as part of the P6 and P7 Liaison Programme – this will be a key part of future liaison.

School Rules for Pupils

Every pupil will be issued with a copy of the School Rules at the start of every session which they are asked to show to their parents and sign. This leaflet states our Expectations and outlines Consequences. These rules may be supplemented/amended as circumstances demand.

Some specific rules are highlighted here:

PUPILS MUST:

- *wear 100% full school uniform*
- *behave responsibly and safely in corridors and across the school*
- *show respect to peers and staff at all times (including appropriate language at all times and especially in discourse with staff)*
- *accept the **full authority** of the school to ensure the safety and wellbeing of all*

PUPILS ARE NOT ALLOWED:

- *upstairs during any intervals without permission*
- *to use mobile phones inappropriately*
- *to intentionally disrupt others' learning*
- *to wait in/ walk through the school car park for health and safety reasons*

Responsibility for initial discipline of minor offences lies with the Class Teacher and Faculty Manager.

Where it is judged that Faculty Disciplinary Procedures are not appropriate or are proving ineffective in a particular case a Cause for Concern should be raised with the appropriate member of the Pupil Support Team or SMT (according to FM judgment on the seriousness of the offence). Prompt action will be taken and feedback provided to the Faculty Manager concerned.

Out of class incidents, where serious, should also be reported to the appropriate member of Pupil Support/SMT.

Involvement of Pupil Support Principal Teachers over matters of discipline should, largely, not be for the application of initial sanctions. These are applied by the Class Teacher and Faculty Manager. When this is not impacting positively on the young person then this will require engagement with the Pupil Support PT. The Pupil Support Principal Teacher will be working with colleagues to try to help pupils cope with difficulties they may be experiencing. Such an approach enables the Pupil Support Principal Teacher to:

- *Listen to and advise pupils.*
- *Encourage pupils to think about and devise strategies for avoiding similar situations in the future.*
- *Explain the needs of pupils to teaching staff.*
- *Contact parents, discuss problems and offer advice.*
- *Liaise with teaching staff and/or external agencies as appropriate.*
- *Provide advice, support and feedback to teaching staff.*

The role that Pupil Support Staff play can greatly assist discipline and positive behaviour in the school. Through discussion, providing information, insights, advice and on-going support to pupils, parents and teaching colleagues, indiscipline can be checked before it has taken hold and feelings of alienation can be avoided.

Remembering this distinction may be helpful in deciding whether FM's believe that referral beyond the Faculty area is for continuing breach of discipline (to SMT) or whether it is more appropriate to view this as a wider pastoral concern (Pupil Support).

4. CAUSE FOR CONCERN

A Cause for Concern should be raised in SEEMIS as it is just now for disciplinary matters whenever there is a concern that Faculty sanctions are failing to overcome the problem, or when it is judged that Faculty Disciplinary Procedures would not be appropriate. Usually, a Cause for Concern will be raised after initial class and Faculty sanctions and a letter home have not resulted in an improvement. **All standard letters will be recorded in SEEMIS so this acts as an initial log of concerns.**

A Cause for Concern can also be raised and logged in SEEMIS, however, for serious breaches of discipline that require immediate attention and for non-disciplinary matters (e.g. to do with curricular progress or personal difficulties) that Pupil Support Staff should be alerted to. In such cases letters may not have been sent previously.

'Suspicion of truancy' and 'out of class incidents' can also be reported by raising a Cause for Concern in SEEMIS where Faculty letters would be inappropriate.

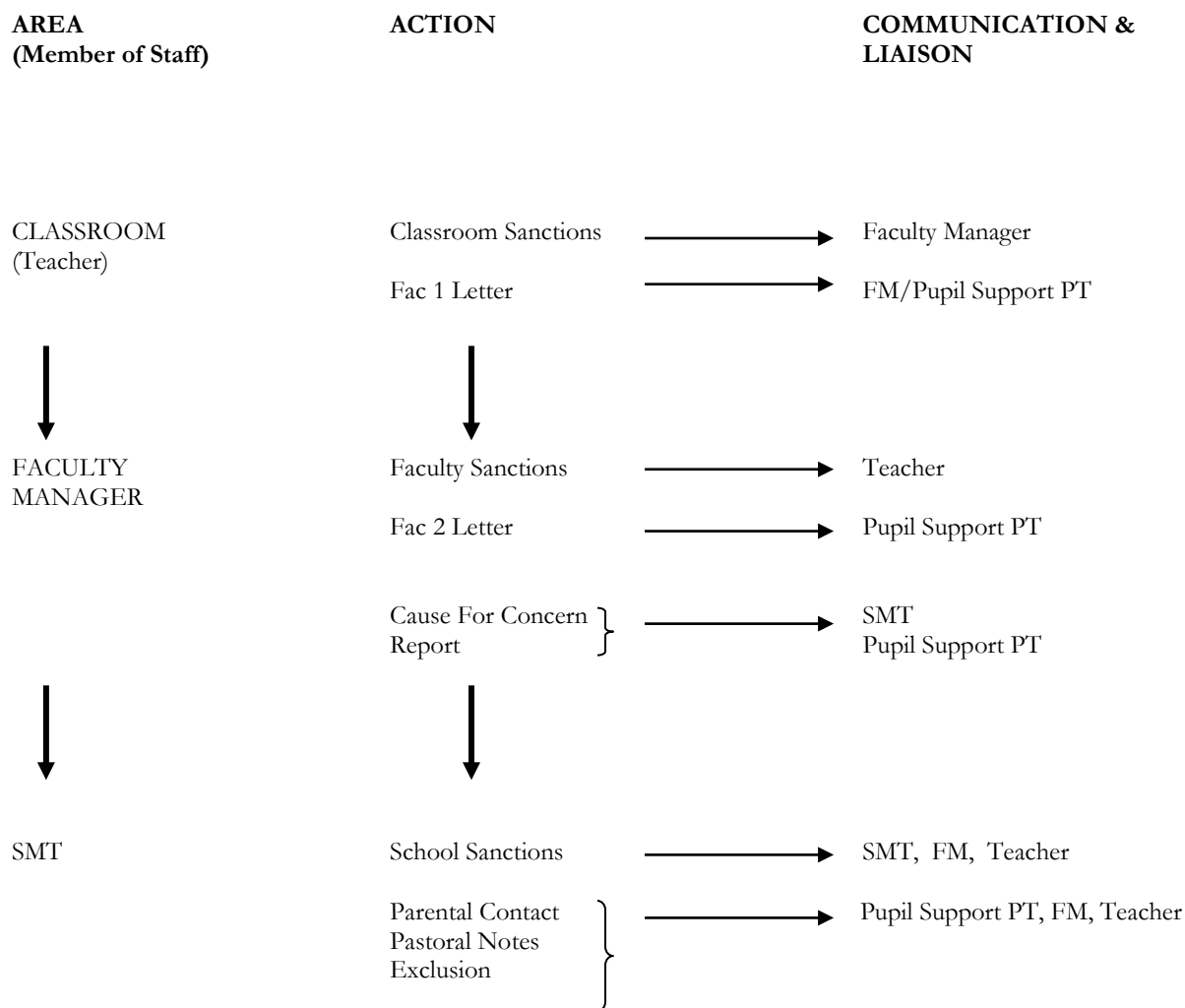
Since responsibility for initial discipline rests at class and then Faculty level, it is expected that Faculty Managers will discuss all Cause for Concern Reports on matters of classroom discipline as well as them being logged on the SEEMIS record.

In non-disciplinary cases it will often be desirable that FMs are involved in addressing the difficulty and would again be very much part of the discussion.

Cause for Concern notes should, in summary, be logged in SEEMIS when issues escalate beyond classroom teacher level so that there is a full record of our actions recorded for that pupil.

Replies following action will be communicated to Faculty Managers and, consequently, class teachers to ensure clarity of communication and effective follow-up working with the young person concerned. These will be recorded by Pupil Support or SMT in that young person's Pastoral Notes.

DISCIPLINE PROCEDURE FLOWCHART



Notes

Vertical arrows indicate flow of Action and progressing issues UP a level after action.

Each vertical referral up (Teacher to FM; FM to SMT) should be accompanied by a referral in the SEEMIS system for records. All standard letters are automatically logged in SEEMIS.

Horizontal arrows indicate flow of Information and Liaison with Pupil Support/Faculty Managers and feedback to Teachers so that information is shared.

SUPPLEMENTARY FORMS:

STANDARD LETTERS

LETTER 1

Dear Parent X,

I write to inform you that PUPIL X is currently failing to meet the high expectations and standards of my class as outlined below. Recently PUPIL X has:

Failed to complete assignments/homework

Exhibited a negative or disruptive influence

Persistently been late to class

Exhibited a lack of effort

Failed to bring music and instrument 3 times

Failed to bring PE Kit 3 times

Failed to meet SQA coursework deadlines

Failed to attend class (S6 ONLY)

This is an 'early warning' prompted by the above. It is not necessary for you to contact the school at this stage, but I would ask that you speak to PUPIL X about this to try to bring about an immediate improvement.

Yours sincerely

Class Teacher

CC : FM, PT PS

LETTER 2

Dear PARENT X,

RE: PUPIL X Form Class:

I write to inform you that in spite of previous warnings and the issue of an initial letter from us that you will have read and discussed at home, PUPIL X continues to fail to meet the high expectations and standards of the school as outlined below. Recently PUPIL X has:

Continued to fail to complete assignments/homework

Continued to exhibit a negative or disruptive influence

Continued to be persistently late to class

Continued to exhibit a lack of effort

Continued to fail to bring music and instruments/ equipment

Continued to fail to bring PE Kit

Continued to fail to meet SQA coursework deadlines

Continued to fail to attend class (S6 ONLY)

If the above issues are not addressed quickly, a report will be forwarded to the Depute Head Teacher for the appropriate year group and this may result in a request for you to come to the school to discuss matters. I have discussed this with your child's Principal Teacher of Pupil Support. In the meantime, I would ask that you speak to PUPIL X about this to try to bring about an immediate improvement.

Yours sincerely,

Mr/Mrs Y

Faculty Manager

CC: PT PS