



**Wallace Hall Academy
Pupil Behaviour Policy**

December 2023

Student Behaviour Expectations

High standards of pupil behaviour are expected at all times.

Specifically, pupils are expected to adhere to the following three core rules:

A poster titled 'School Expectations' with a crest on the left. The crest features a yellow horse and a white figure on a blue shield with green waves below. The poster lists several expectations on the left and three core rules on the right. The core rules are 'Ready', 'Respectful', and 'Responsible', each associated with a vertical bar: a light blue bar for 'Ready', a green bar for 'Respectful', and a blue bar for 'Responsible'.

School Expectations

We wear appropriate School Uniform

We arrive on time and are prepared for every lesson

We have a proactive attitude to learning

We treat all pupils and staff with dignity and respect

We are silent when the teacher is talking

We listen to others when they are talking

We follow the School Phone Policy

We behave in a responsible manner in all shared spaces

We treat school building and equipment with respect

Together we grow, learn and achieve

Ready

Respectful

Responsible

Staff expectations

Warm-strict - Our approach to working with students can be summarised as 'warm-strict': we expect staff to develop close working relationships with students, with high standards of student behaviour expected at all times.

Responsibilities

Within the parameters set out in this policy, teachers and Principal Teachers are expected to set out clear rules and expectations in their classrooms and faculties. These will follow the Ready, Respectful, Safe principles. Pupils should be clear about what the expectations and responsibilities are in each area of the school.

Promoting and Recognising Positive Behaviour

In order to promote positive relationships, improved behaviour and recognise achievement we may use the following:

- Praise
- High quality feedback
- House Points on Satchel One
- House Point Certificates – Bronze, Silver and Gold
- Praise phonecalls from PTs or Senior Management
- Reward events for pupils that achieve the most House Points
- Achievement Assemblies
- Celebration of Success Evenings
- Social Media – Facebook and Twitter
- Showcase Evenings and events such as school shows and concerts

Managing Inappropriate Behaviour

The staged approach on the following pages outlines what possible responses/consequences may occur as a result of inappropriate behaviour. We will adopt a 'flexible consistency' approach to this, meaning that pupil's individual circumstances will be carefully considered before action is taken. The aim is to change the pupil's behaviour, which may or may not involve a sanction.

Staged approach to promoting positive behaviour

<u>Examples of Behaviour</u>	<u>Possible Response/Consequence</u>
<u>Stage 1</u> <ul style="list-style-type: none">• Low level disruptive behaviour• Name calling• Use of inappropriate language• Consistently being off task• Continuous chatting in class• Not listening• Shouting out	<ul style="list-style-type: none">• Discussion with class teacher• Move Seat in class• Removal from class to other area of department• Reflection – break or lunch• Demerit issued
<u>Stage 2</u> <ul style="list-style-type: none">• Repeated unacceptable behaviours/language after restorative approaches have been put in place but not had the desired effect.• Disruptive behaviour which is having a notable effect on others learning• Use of inappropriate language• Anti-social Behaviour• Disrespect to staff, peers or property• Intentional physical contact eg pushing• Leaving the classroom without permission	<ul style="list-style-type: none">• Discussion with PTC/PT PS• Demerit issued• Referral to PT• Phone contact with parents/carers from PT• Removal from class to other area of department• Reflection with PTC• Department target timetable• Referral to SMT

<p><u>Stage 3</u></p> <ul style="list-style-type: none"> • Ongoing unacceptable behaviours/language after stage 2 approaches have been put in place but not had the desired effect. • Disruptive behaviour which is having a notable effect on others learning • Vandalism • Persistent, targeted name calling • Discriminatory behaviours, language or actions • Severe, intentional physical contact • Verbal abuse of staff • Theft/stealing • A sudden, unexpected serious incident • Bullying behaviours 	<ul style="list-style-type: none"> • Discussion with SMT • Central Reflection • Whole School Target timetable • GIRFEC Meeting • Removal from class to other area of Senior Management • Individual Behaviour Plan • Alternative Timetable/Removal from Classes • School based meeting with parents/carers • Restorative discussion • Exclusion
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The key aspect of the staged approach is that classroom teachers must use a range of possible responses/strategies prior to referring to their Principal Teacher. The same must then follow on from Principal Teacher to Senior Management.

Demerits

‘Demerits’ on Satchel One will be used as a mechanism to track instances of poor behaviour. Demerits can be accompanied by a consequence should the teacher deem this to be appropriate. Parents can track their child’s demerits on Satchel One.

Departments and Faculties should have an agreed understanding of what incidents may warrant a demerit and should try to apply these guidelines consistently. Principal Teachers Curriculum will track the Demerits for their Faculty twice per term and may contact home if there is an ongoing issue.

PT Pupil Support will oversee Demerits for their House and look for patterns of behaviour in pupils. If this is the case they may contact Parents/Carers.

For pupils that accumulate numerous demerits across a term/ year the following consequences will be actioned:

10 demerits – Discussion with PTPS/Phonecall home

20 demerits – Discussion with SMT

30 demerits - 5 lunchtime Reflections, consideration of removal of privileges e.g. opportunities to go on school trips/participate in sports teams etc

40 demerits – After School Reflection in consultation with parents

Pastoral Notes

Following notable conversations with pupils and/or parents. PT's should record these in Pastoral Notes on SEEMIS. This will allow information to be shared between staff about conversations with parents. Should PT Curriculum be entering Pastoral Notes for a pupil then please use the 'Configure Alerts' button to notify the PT Pupil Support and/or DHT where appropriate.