



Hanson Policy for School Staff

A Whole School Positive Discipline and Behaviour Policy

Approved by the governing body on: October 2018

To be reviewed on: October 2019

Signed on behalf of the governing body: _____

Positive Discipline (Behaviour) Policy

Introduction

- 1.1. This document sets out the framework of the school's approach to encouraging good behaviour known as 'Positive Discipline'.
- 1.2. In a sense the framework seeks to build upon present good practice whilst addressing identified areas of weakness. There is a group which meets regularly to monitor the effectiveness of Positive Discipline. Within the monitoring group meetings many frank, candid and constructive discussions have taken place. On certain points we have had to agree to differ; consensus and negotiation have both proved essential.
- 1.3. It is genuinely hoped that our framework for discipline will successfully address or improve a number of areas, and result in the standards of behaviour that we aspire to.
- 1.4. The framework should be successful in:
 - I. reducing staff work load both through increased efficiency and the effective use of the Student Planner as a central record of each student's progress;
 - II. providing much greater understanding of the discipline process for children, parents/carers, teachers and governors;
 - III. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
 - IV. supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption;
 - V. making the school a better environment.
- 1.5. Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operating within the agreed framework.
- 1.6. The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will continue to alter the working practices of all students for the better.
- 1.7. All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. TAs and non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so.
- 1.8. Staff must also understand the importance of operating within the recognised framework for sanctions. The seven phases must be worked through in a logical manner. Departmental approaches to phase four should be planned and documented by each curriculum area.

- 1.9. If the system is to continue to be successful the following must be understood by all concerned. When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.
- 1.10. Once the sanction has taken place it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility.
- 1.11. Members of staff who 'opt out' of the agreed framework should be prepared to face the consequences. This is likely to include admonishment from a senior member of staff.
- 1.12. Senior members of staff must also look to operate within the framework at all times.
- 1.13. At the centre of all that we do is the Student Planner. Its modus operandi must be understood and followed by all children, all teachers and all parents/carers.
- 1.14. The system must not be allowed to fail. Such failure will be built upon cynicism, professional inertia and apathy and will lead to a deterioration in standards of discipline.
- 1.15. With enthusiasm, commitment and team-work in its truest sense there is no doubt that we have made this system work for us and can continue to do so.

Classroom Rules

- 1.16. In terms of establishing a key set of rules for the classroom and for around the school we recognised the importance of simplicity and flexibility.
- 1.17. **Classroom Rules:**
 - I. **Arrive on time, fully equipped and ready to work**
 - II. **Do as you are told by staff – first time, every time**
 - III. **Listen carefully when the teacher or another person is talking**
 - IV. **Put your hand up and wait for permission to speak**
 - V. **Always try your best without disturbing others**
 - VI. **Stand in silence at the end of the lesson until you are dismissed**
 - VII. **Always do your homework properly and hand it in on time**
- 1.18. Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

1.19. Rule 1: 'Arrive on time, fully equipped and ready to work for each lesson'

1.19.1. We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

1.19.2. Each teacher should clearly identify with their teaching group what equipment they should have ready at the beginning of the lesson.

1.20. Rule 2: 'Do as you are told by staff – first time, every time'

1.20.1. Without doubt, this rule prompted the most discussion and debate within the staff body as a whole. Though a number of alternative approaches were suggested we felt that the idea of following staff instructions was so important that the wording of the rule had to be absolutely clear.

1.20.2. In short we want all students to do as they are told.

1.21. Rule 4: 'Put your hand up and wait for permission to speak'

1.21.1. We recognised the importance of maintaining the tradition of having students putting up hands in order to contribute in discussion. It is expected that the 'hands up' routine will be a central feature of each classroom.

1.22. Rule 6: 'Stand in silence at the end of the lesson until you are dismissed'

1.22.1. The tradition of showing respect through standing at and the end of the lesson was felt to be of considerable practical benefit. It was felt to be advantageous in offering a 'clean' finish to each teaching period.

Around the School Rules

1.23. Around the School Rules:

- I. Be polite and respect the feelings of others**
- II. Do as you are told by staff – first time, every time**
- III. Wear your school uniform correctly at all times**
- IV. This is your school; look after it. Look after property and put litter in bins**
- V. Eat and drink in the right place at the right time**
- VI. Walk around school sensibly and quietly. Remember the one way system and keep to the left**
- VII. Outside lessons keep to your designated areas**

VIII. The School opens at 7:15 am; the school day starts at 8.30 am; Form period will be at 10.35-11.05 every day. Be in your classroom for afternoon registration at 12.15pm for year 8,10,12,13 and at 12.50pm for years 7,9,11 The school closes at 2.50pm; after 2.50pm no pupil should be on site without staff permission

1.24. Rule 5: 'Eat and drink in the right place at the right time'

1.24.1. Students will need to have guidelines regarding eating in school explained to them. These will be issued as an addition to the Positive Discipline Staff/Governor Handbook.

1.25. Rule 8: 'The school opens at 7:15 a.m.'...

1.25.1. Students will not be allowed to enter the School before 7:15 a.m.

Valuables

1.2.6. You should not leave money or valuables unattended at any time. Always store your bag, books etc. in your locker. If you have to bring large amounts of money or expensive items in to school, ask your form tutor to look after it at the start of the day. Do not bring items such as iPods, hand-held computers, laser pens etc. in to the School. **Mobile phones are brought to the school at your own risk and must be switched off during the School day. If any student has a mobile out in the School or it goes off it will be confiscated for 48 hours.**

Please note: Bags must be of a suitable size to carry exercise books/A4 folders and appropriate for school use.

Rewards

1.26. This is an extremely important area. We recognised the importance of designing a rewards framework which encouraged the active and direct involvement of as many teachers and as many students as possible. It was felt to be essential that all students regardless of ability, gender or age are given the opportunity to operate within the rewards framework.

1.27. Central to the philosophy is the right of staff to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

1.28. Ongoing departmental reward system

- 1.28.1. The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.
- 1.28.2. Curriculum Areas will have selected a stamp to be used by all departmental members. The chosen stamp will lead to the awarding of CREDITS to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.

1.29. Credits

- 1.29.1. As indicated in the pyramid itself, the awarding of CREDITS will be based around the Student Planner. Awarding CREDITS is intended to be both simple and time efficient.
- 1.29.2. CREDITS can of course be awarded both within and outside the classroom, offering various opportunities for staff to reward students as and when excellence in all its many forms is noted.
- 1.29.3. Within the classroom, attainment and effort will remain key areas of focus. In most cases, CREDITS will be awarded as a result of a student's success within the departmental reward system. However 'one-off' achievements in either attainment or effort could also be rewarded with a CREDIT if the member of staff considers that achievement to be sufficiently outstanding, either in the classroom or around the School.
- 1.29.4. The monitoring group would strongly advise against the premature or commonplace awarding of CREDITS which would serve only to undermine their significance.
- 1.29.5. A clean slate in terms of negative comments will be rewarded with a Form Tutor Credit each week. Except in unusual individual circumstances students will have to have been present for the full week in order to receive this award and will have ensured that in terms of parental signatures, their planner has been kept up to date.
- 1.29.6. This will be stamped by the Form Tutor into the 'Rewards' area for that week (it may well be that the Form Tutor simply initials next to details which have been written in by the student).
- 1.29.7. Each week if a student has established 100% attendance then they will receive an Attendance Credit from their Form Tutor. If the punctuality record is also faultless for that half term students with a 100% attendance record will receive a Punctuality Credit. These credits will also need to be recorded in the appropriate section of the Student Planner.
- 1.29.8. The awarding of Credits is of great significance around the school. As well as being used to reward excellence in terms of classroom and homework performance, they are also used to reward all significant contributions to the school community. This might include presenting a positive image of the school in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.
- 1.29.9. Final deadlines for the awarding of Credits for Year 11 will be communicated separately from all other students.

1.29.10. The Credits will, of course, lead to recognition through our system of Certificates.

2. Ongoing certificates

2.1. The Certificate levels for Credits are as following:-

Credit Award Certificates		
Credit Award Certificates include:	Credits	Achieved
Bronze Award	50	
Silver Award	100	
Gold Award	150	
Platinum Award	200	
Head of Year Award	300	
Achievement Award	400	
Success Award	500	
Inspire Award	600	
Assistant Head-teacher Award	700	
Deputy Head-teacher Award	800	
Head-teacher Award	900	
Governor's Award	1000	

Departmental Postcards will be sent to reward outstanding effort/attainment at the end of each term.

Major Award Ceremonies will be held to reward:

- 100% Attendance/Punctuality
- Cross-curricular Commitment
- Extra-curricular involvement
- Outstanding Number of Credits
- Subject Prizes-Attainment and Effort
- Form Tutor Awards
- Special Achievements

N.B: There will be an End of Year Rewards Trip for all students who have met the set criteria

Stamps and credit records

Student Guidelines:

- Fill in the names of your subjects as appropriate- 3 subject stamps equals 1 credit
- Make sure that stamps/credits are also recorded for extra-curricular activities, clubs etc.
- Update your record as you receive your credits and record with your Form Tutor during PD.
- This is a permanent record of the number of credits awarded by each teacher/subject- make sure it is up to date and accurate.
- Weekly 100% attendance equals 3 full credits.
- SLT stamps are worth 1 credit each.

- 2.2. Students who have gained the required number of CREDITS will notify their Form Tutor who will then send the child to the attached SLT link on their specified and designated day, in order to receive praise and enable the certificates to be prepared. At the end of each academic year details regarding Credit levels and Certificates awarded will be placed in each child's Record of Achievement file.
- 2.3. It is hoped that the awarding of CREDIT CERTIFICATES will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented. Certificates will also be awarded by SLT colleagues in visits to form groups through the year.

3. Postcards

- 3.1. At the heart of one of the two termly curriculum area meetings will be a review of student performance. Though underachievement will be considered, positive student performances will be central to discussions.
- 3.2. Largely but not exclusively based on credit records, commended students will receive a departmental 'postcard' which will be sent direct to their home. It will be expected that no more than three or four students from each group will be identified each term. Space will be left for a teacher comment, though a signature alone will be quite sufficient.
- 3.3. Three identified department meetings each year must be used to review student progress with the intention of awarding postcards.
- 3.4. It should be noted that SUBJECT AWARDS are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication provided that a record of the communication is also placed in the student's Student Planner.

4. Senior Team Involvement

- 4.1. Senior Staff will be attached to a vertical cross section of form groups. During most PD lessons SLT members will operate from their own offices and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. Clear guidelines as to when students should be referred to the link SLT member will be issued. It is anticipated that no more than three students from a form group will be referred to the SLT link member within one lesson. Each member of the SLT will, however, visit each of their attached form groups during the course of the year within an identified programme. Members of the SLT will award an SLT Special Stamp. Students who are working exceptionally well will be referred on to the Headteacher in order to receive the Headteacher's Special Stamp.

5. The Major Awards Ceremonies

- 5.1. Much of the detail concerned with the main awards ceremonies is included at the top of the pyramid structure.
- 5.2. Whole school and individual year group displays of achievement of an academic and an extra-curricular nature will be central to the ceremony.

Sanctions for Classroom-based Misdemeanours

- 5.3. In terms of classroom based sanctions seven key phases are identified. It is hoped that the great majority of students will simply choose to spend their time with us operating within the rewards framework.
- 5.4. It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.
- 5.5. It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to rejoin the road to achievement.
- 5.6. Each member of staff must seek to operate within the framework. We as a school, can not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we must operate within a logical and well-planned structure.
- 5.7. Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.
- 5.8. For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

- 5.9. 'When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency'.
- 5.10. 'Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each child's case being viewed in an individual sense. This is the key area of flexibility'.

6. Phase One - Verbal Warning (after settling to work)

- 6.1. It is anticipated that many students will receive the occasional VERBAL WARNING in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.
- 6.2. The VERBAL WARNING, though not recorded, has two clear purposes:
- to indicate to students that they have done or are doing something which is unacceptable;
 - to form a link to the more serious PHASE TWO - SECOND WARNING if it is required.
- 6.3. It goes without saying that students must clearly understand the fact that they have received each warning and that the words 'VERBAL WARNING' must be used by the member of staff.
- 6.4. The VERBAL WARNING should not be given as a blanket warning to the full class.
- 6.5. In terms of equipment and lateness within lessons students should receive a VERBAL WARNING for the first misdemeanour of the academic year.
- 6.6. A similar system will operate within the form base. Students who are late (arriving at the form base after 8.35 a.m. and 1.15 p.m.) will, on the first occasion of the year, receive a VERBAL WARNING. From that point onwards, three lates within a half term will result in a SCHOOL DETENTION.
- 6.7. Exactly the same system will operate for students who fail to have their Student Planner signed for the required day.
- 6.8. The first failure in terms of homework will not result in an initial verbal warning. Instead, a negative comment should be immediately written in the Student Planner. Once a student has accumulated 3 negative comments from a subject, they would receive a detention.

7. Phase Two - Second Warning

- 7.1. A student who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE TWO and receive a SECOND WARNING. This must be recorded in the appropriate page of the Student Planner with a brief comment followed by staff initials. Staff may also keep a brief record in their own file of the nature of the misdemeanour.
- 7.2. Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is considered too serious to receive only a VERBAL WARNING.

8. Phase Three - Student Being Moved Within the Classroom

- 8.1. Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour will result in the student moving into PHASE THREE.
- 8.2. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups and, though the child may well be moved out of the room for a brief cooling-off period, the emphasis here should be on brevity.
- 8.3. We strongly advise teachers against placing more than one student outside the classroom at any one time.
- 8.4. In most cases students will be moved to another area of the room as the first part of the sanction. A further comment from the teacher must be placed in the child's planner.
- 8.5. After the lesson the child will be detained at the convenience of the member of staff, ideally on the same day as the misdemeanour(s) has occurred. The place, time and duration of the meeting will be decided by the member of staff concerned although formal twenty-four hour notice will be required if a child is detained for an extended period after school.
- 8.6. The first three phases are very much seen as classroom-based strategies. Middle leaders could be notified at any time during the first three stages. Once a student enters PHASE FOUR the appropriate middle leader must be contacted.

9. Phase Four - Moving to Another Room/School Detention

- 9.1. At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of others in the room. This is despite receiving three clear warnings at this stage.
- 9.2. Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to PHASE FOUR. Though there is always the possibility of this occurring, the group strongly supports the importance of working through the phases in a cumulative manner whenever possible.
- 9.3. Each curriculum area will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who enter PHASE FOUR.

- 9.4. The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:-
- such teachers are likely to have curriculum responsibilities;
 - the groups being taught by them at that time are likely to be well-behaved and accommodating.
- 9.5. A student who has entered PHASE FOUR is likely to have caused considerable disruption and inconvenience. Consequently, they should be received in an appropriately severe manner. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.
- 9.6. Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.
- 9.7. Both members of staff will be present at the debriefing. As well as the student being appropriately castigated both members of staff will agree upon a comment and then both will sign the planner.
- 9.8. Automatically, the student will receive a School Detention. As a matter of policy the appropriate Head of Year will be advised. Parents will be informed via a detention stamp in the student's planner.
- 9.9. When a third School Detention for misdemeanours in lessons is given to any child, that child will automatically move into PHASE FIVE - ISOLATION.
- 9.10. This will be used where a student in Phase 4 behaves unacceptably or where poor behaviour is extreme in nature.
- 9.11. Senior Staff will also be available to support colleagues if necessary.

10. Phase Five - Isolation

- 10.1. Isolation is an extremely serious sanction. The isolation room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed through the normal staff cover rota.
- 10.2. Lunchtime supervision is incorporated into the existing lunch-time duty framework.
- 10.3. Students will be 'isolated' in the fullest sense of the word. They will eat lunch in the isolation and at no time will the isolated student be allowed to socialise with other students.
- 10.4. The duration of the day in the Isolation Room will be from 8.40 a.m. to 3.00 p.m. All students who are placed in Isolation must bring their set books and equipment for that day.
- 10.5. If a student should be in Isolation but arrives late without good reason, they will repeat the full day at the earliest opportunity.

- 10.6. A student who is absent during the course of an Isolation session and does not produce a formal medical note will repeat the full period of Isolation. The period of Isolation should begin at the earliest convenient time.
- 10.7. The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period with the student's performance being monitored at the end of each school day.
- 10.8. A student who works satisfactorily or better will rejoin mainstream education though a record of the period of Isolation will be kept in the child's personal file. It may also be worth noting once again that this sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.
- 10.9. At Key Stage 3, if a student reaches Isolation largely as a result of misdemeanours connected with homework and equipment they will serve one day of Isolation. For all Key Stage 4 students and those students in Key Stage 3 whose misdemeanours are largely behavioural the first period will be for 1 day. Students who continue to under-perform will work through two further periods of isolation two and three days.
- 10.10. There will be an automatic 'trigger' after which mentoring will take place.
- After 1 or 2 day Isolation, counselling by Head of Year/Year Team/Pastoral Team.
 - After 3 day Isolation, counselling by attached SLT link.
 - After 4 day Isolation, counselling by Assistant Head-teacher or Head-teacher.
 - Whenever possible, the Form Tutor should be present.

11. Phase Six - Contract Meeting

- 11.1. Students will be placed on BEHAVIOUR CONTRACT once the final four day period of ISOLATION has been served (reviewed case by case).
- 11.2. Each time the CONTRACT is broken the student will serve one day's ISOLATION. Once the CONTRACT has been broken on five occasions the student will be excluded from school for a fixed term period.
- 11.3. Students will remain on CONTRACT for a period of ten weeks. Each time the CONTRACT is broken, the ten week period begins again.
- 11.4. Students on CONTRACT will have a green or red CONTRACT report card placed in the weekly section of their Student Planner. This will be done by the appropriate member of the pastoral staff. Though some generic comments will remain, CONTRACTS will be more individually tailored to the needs of the students concerned.
- 11.5. At the end of the academic year students who are on CONTRACT will complete the full two week period in the next academic year. They will be offered the opportunity of a 'clean slate' only after a full two week period without any breaks of CONTRACT has been achieved.

- 11.6. Less serious misdemeanours committed by students who are on CONTRACT should be placed in the appropriate section of the Student Planner. The very small number of students who have served a four day period of ISOLATION but have not been placed on CONTRACT will be reviewed individually. All other students will be given a 'clean slate' at the beginning of each academic year.

12. Phase Seven – Fixed Term and Permanent Exclusion

- 12.1. Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN.
- 12.2. The control of fixed-term or permanent exclusion is entirely in the hands of the Headteacher and Governing Body.
- 12.3. On re-entry to the School after a period of fixed term exclusion a student will be automatically placed in Isolation. At Key Stage 3 this will be for 3 days, at Key Stage 4 for 5 days.

Sanctions for Misdemeanours Committed Around the School

- 12.4. As outlined in the third pyramid the sanctions system for misdemeanours committed around the School operates on four main levels.
- 12.5. In short, members of staff need the support of a clear framework whilst being able to view each incident's severity based on professional experience. Students need to know the 'minimum' sanction they can expect to receive, whilst also being in a position to understand what the 'maximum' sanction might be.
- 12.6. 'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned judges a School Detention to be appropriate.
- 12.7. Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate school office, decides that a period of isolation is the most appropriate sanction.

13. Level One

- 13.1. The following system in terms of sanctioning students around the School will be used. Though this will mean that no formal VERBAL WARNING will be required it is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

- 13.2. If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around the school they should, as a minimum, make a comment in the Student Planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents.
- 13.3. Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments. A student who acquires three such comments will automatically move into LEVEL TWO though it is hoped that appropriate counselling at an earlier stage will reduce the chances of this happening.

14. Level Two

- 14.1. School Detention. The student will attend a School Detention, as appropriate. The procedure for School Detentions is exactly the same as that outlined on page 14.

15. Levels Three and Four

- 15.1. These will operate in exactly the same way as PHASES 5, 6 and 7 of the 'Sanctions for Classroom-based Misdemeanours'.

The Use of the Student Planner

- 16.1 Each student will be issued with a new Student Planner at the start of a new school year.

Monitoring of Student Planners

16.2. Student Self-Monitoring

- 16.2.1. Without doubt, the success of Positive Discipline as an initiative depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in the School.

16.3. Parental Monitoring

- 16.3.1. Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the Student Planner the need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

16.4. Form Tutor Monitoring

16.5. Within the school, Student Planners will be monitored each week by the Form Tutor.

16.6. When monitoring Student Planners Form Tutors are looking to identify or confirm a number of points:

- that the planner is free from graffiti and is being kept in a tidy manner;
- that homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- that, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way;
- that, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way;
- in order to communicate as Form Tutor with parents upon any school based issue which they feel would be best communicated through the Student Planner;
- in order to monitor the awarding of CREDITS or official sanctions.

16.7. Each Form Tutor will keep a separate record of major incidents associated with each child in their form group. Details should be brief and should reflect both negative and positive performance.

16.7.1. It is also the responsibility of the Form Tutor to ensure that the target setting is completed at appropriate times for each year group.

The Positive Discipline Lesson

Formal guidelines for the structure and content of Positive Discipline lessons will be issued

16.8. Guidance for referring Students to SLT Link

16.9. No more than three students should be sent during any one PD lesson

16.10. Students should be sent individually and must always carry their Student Planner

16.11. Students should be sent for any of the following reasons:

16.12. they have successfully achieved a certificate level

16.13. they have established six or more weeks of consecutive 'clean slates'

16.14. they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the linked SLT member

- 16.15. there is clear evidence of under-performance
- 16.16. Over the course of the year all students should be seen by their SLT Link on at least one occasion
- 16.17. When there is evidence of excellent achievement an SLT Stamp will be awarded by the member of the SLT. Where a student's performance is exceptional the SLT Link will refer the student to the Headteacher who will award a Headteacher's Stamp
- 16.18. In order to achieve this students must have, as a minimum, the following:
- 16.19. Autumn Term – Bronze Certificate/a period of six consecutive 'clean slates'
- 16.20. Spring Term – Silver Certificate/two separate periods of six consecutive 'clean slates'
- 16.21. Summer Term – Gold Certificate/three separate periods of six consecutive 'clean slates'

The Contents of the Student Planner

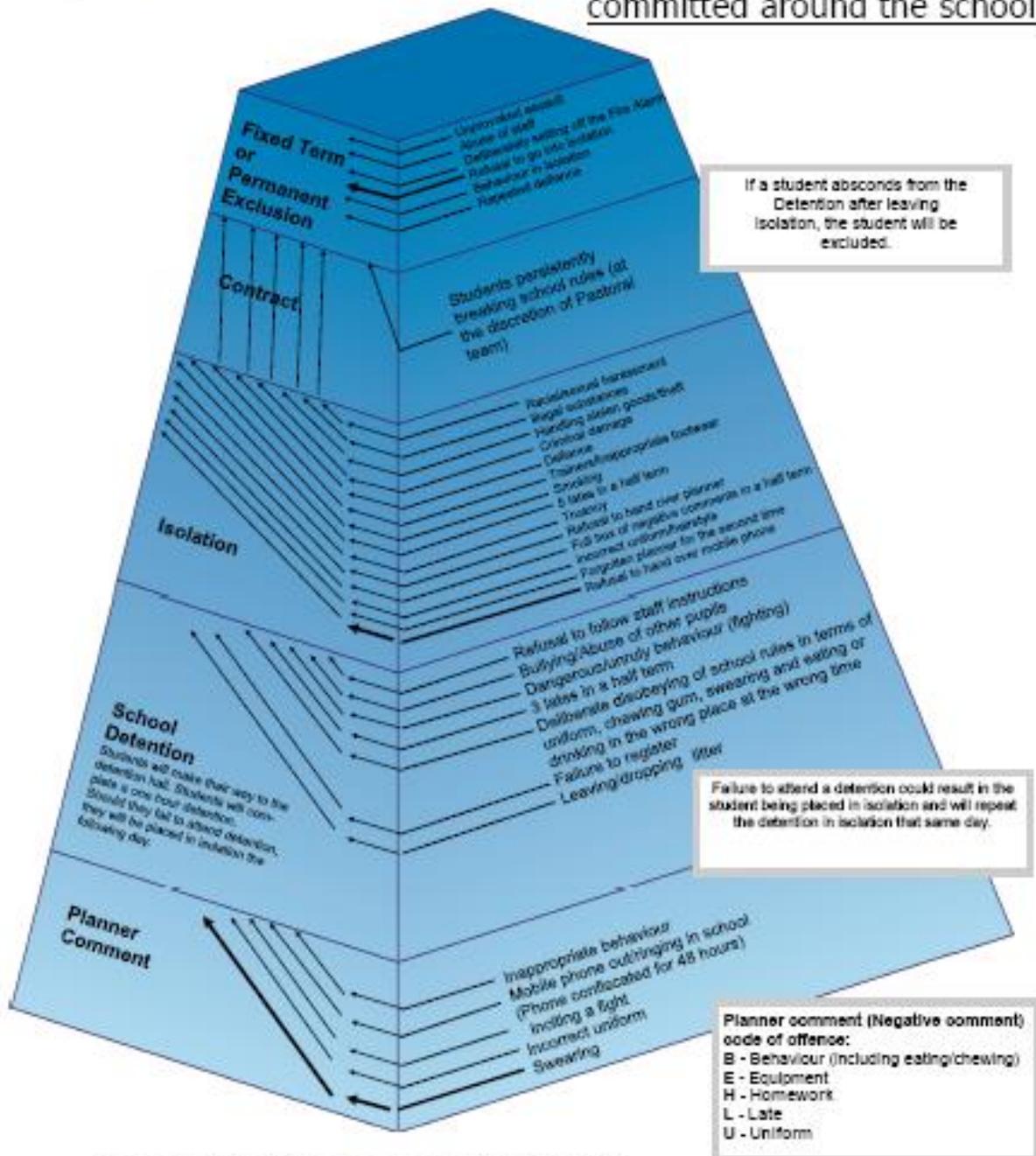
- 16.22. No personalising of the Student Planner will be allowed. Pages must not be folded over and highlighter pens must not be used. The Planner should be carried in the student's bag not in a jacket pocket. In short the Student Planner must be kept as if it were a best exercise book.
- 16.23. Lost Student Planners will need to be immediately replaced at a cost of £5.00. Should this occur on a second occasion the student will receive a School Detention as well as having to purchase a replacement. On a third occasion the student will serve a period of ISOLATION as well as purchasing a replacement.
- 16.24. At the beginning of each Form Tutor session students will take out their Student Planners. Students who have not brought their Student Planner should be immediately referred to their Head of Year.
- 16.25. It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on three occasions within an academic year will automatically serve a one day period of ISOLATION.
- 16.26. Homework must be recorded properly and fully by students. Form Tutors are asked to ensure that timetabled days for homework are written down at the beginning of each week.
- 16.27. Form Tutors must ensure that they inspect and sign each student's Student Planner every week. Students will record their own successes and failures in the Positive Discipline Review Booklet.
- 16.28. Once students have completed their Student Planner based work in the Positive Discipline lesson they should either read, or in the case of Key Stage 4 students, work quietly on GCSE work. A clear structure for the framework of PD lessons will be displayed in all form rooms. Important PSHCE work will also be completed.
- 16.29. The Positive Discipline lesson should not be used as an opportunity for students to socialise.

17. Communication

- 17.2. A detailed support package which must be carefully worked through with all students will be given to all Form Tutors.
- 17.3. All assemblies in the first week of the new academic year will be used to support the delivery and communication of Positive Discipline.
- 17.4. Throughout the year Positive Discipline will be 're-taught' to students through an identified Positive Discipline lesson at the beginning of each term and through assemblies.
- 17.5. Classroom teachers will be asked to 're-teach' their Positive Discipline classroom routine at the beginning of each term. This will be done with each teaching group and is expected to last around twenty minutes.



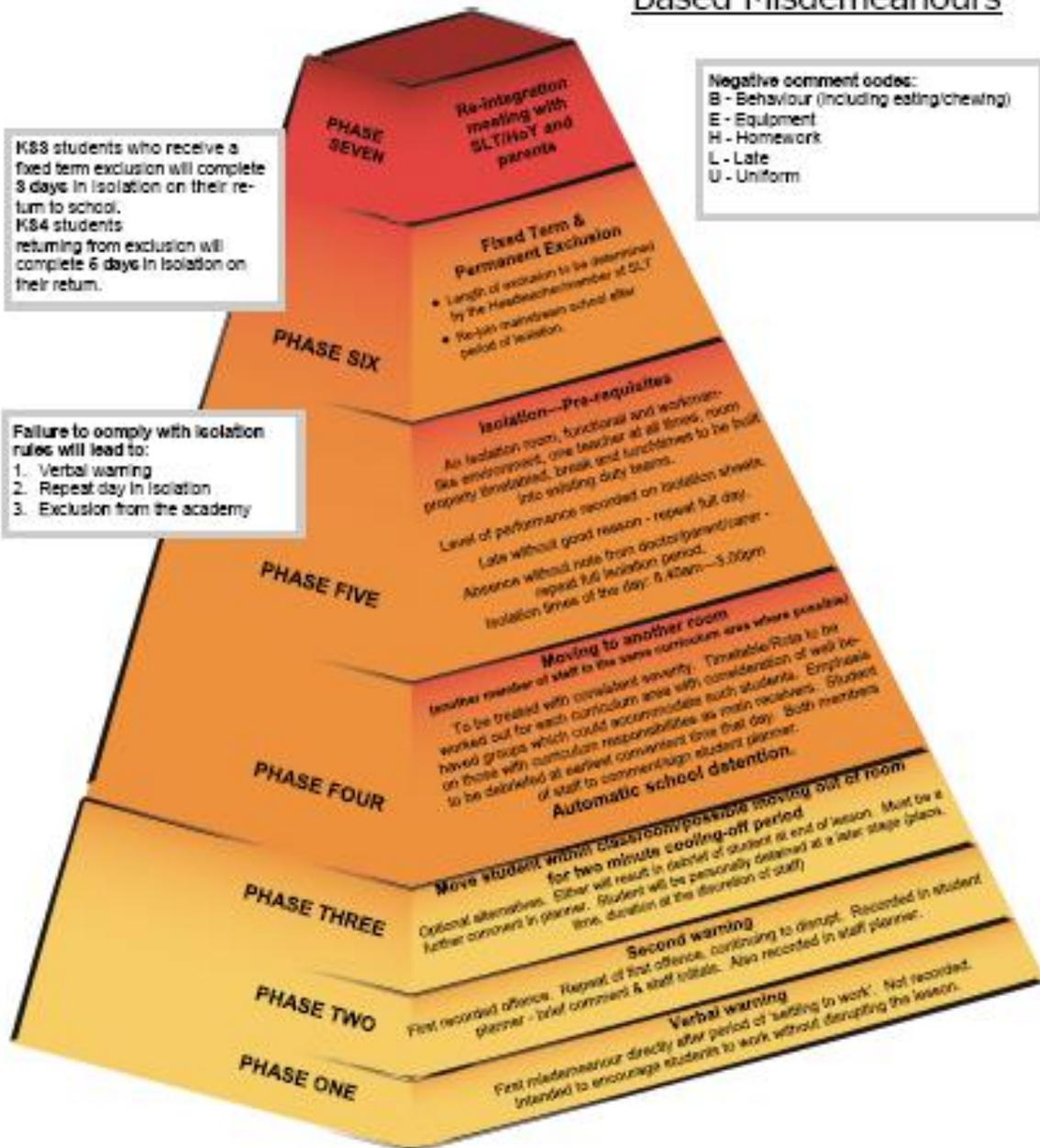
Sanctions for Misdemeanours committed around the school



For any system to succeed, all staff must rigorously adhere to the established framework.



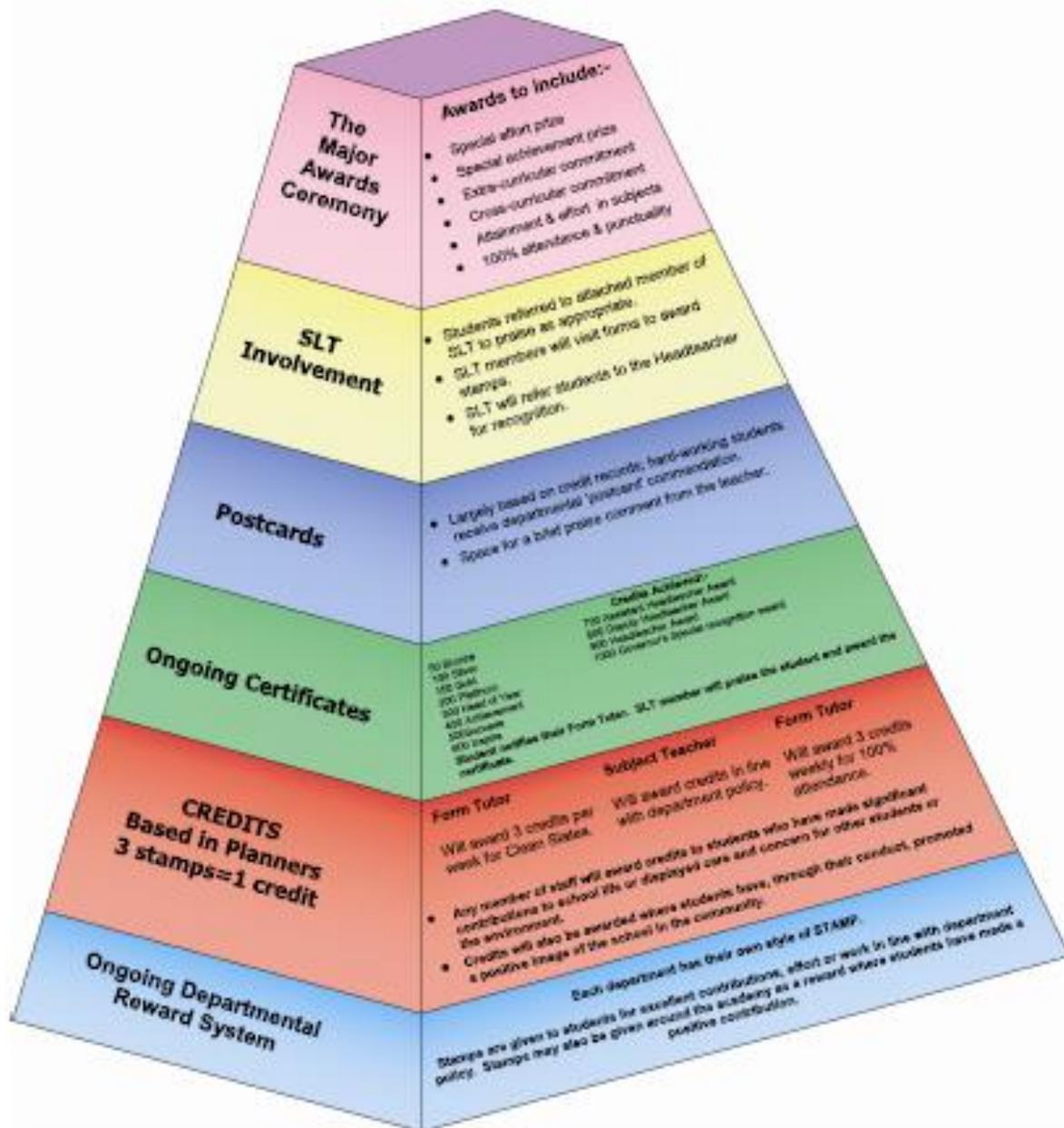
Sanctions for Classroom Based Misdemeanours



For any system to succeed, all staff must rigorously adhere to the established framework.



Individual Rewards



All staff will praise students where appropriate, including contacting parents/carers, as and when they choose to do so. (All written praise must be officially recorded.)

Appendix 4

Appendix to Fixed Term Exclusions

KEY STAGE 3 Fixed Term Exclusions

1st FTE – 2 days fixed term followed by 3 days in isolation

2nd FTE- 3 days fixed term followed by 3 days in isolation

3rd FTE- 4 days fixed term followed by 3 days in isolation

4th FTE- 5 days fixed term followed by 3 days in isolation

5th FTE- 10 days fixed term followed by 3 days in isolation

This will trigger a Governor's panel with the student and parents/carers to discuss further steps that may be required.

6thFTE- 15 days fixed term. Governor's review to be conducted with the possibility of an Permanent Exclusion.

After every Fixed Term Exclusion, a reintegration with the student, school and parents/carers must be held in order to discuss future behaviours.

***** Any Fixed Term Exclusion that is longer than 5 days will require the school to have in place a 6th day provision for the student.**

It is the responsibility of the parents/carers to monitor the student on Fixed Term Exclusions that are less than 5 days.

KEY STAGE 4 Fixed Term Exclusions

1st FTE – 2 days fixed term followed by 5 days in isolation

2nd FTE- 3 days fixed term followed by 5 days in isolation

3rd FTE- 4 days fixed term followed by 5 days in isolation

4th FTE- 5 days fixed term followed by 5 days in isolation

5th FTE- 10 days fixed term followed by 5 days in isolation

This will trigger a Governor's panel with the student and parents/carers to discuss further steps that may be required.

6thFTE- 15 days fixed term. Governor's review to be conducted with the possibility of a Permanent Exclusion.

***** Any fixed term exclusion that is longer than 5 days will require the school to have in place a 6th day provision for the student.**

It is the responsibility of the parents/carers to monitor the student on Fixed term exclusions that are less than 5 days.

After every Fixed Term Exclusion, a reintegration with the student, school and parents/carers must be held in order to discuss future behaviours.