

THE PEELE COMMUNITY COLLEGE

POSITIVE DISCIPLINE POLICY

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SECTION I - INTRODUCTION

This document sets out the framework of The Peele Community College's approach to encouraging good behaviour known as 'Positive Discipline'. It is expected that agreed alterations and modifications will be made. At all times staff will be made fully aware of such changes.

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 an understanding of the discipline process of children, parents, 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 college a cleaner place.

Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operate within the agreed framework.

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 dramatically alter the working practices of all students for the better.

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.

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.

If the system is 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.

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 student's case being viewed in an individual sense. This is the key area of flexibility.

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.

Senior members of staff must also look to operate within the framework at all times.

At the centre of all that we do the Student Planner and its modus operandi must be understood and followed by all students, all teachers and all parents.

SECTION II - CLASSROOM RULES

Our **Classroom Rules** are outlined below:

- Arrive on time, fully equipped and ready to work for each lesson**
- 10 second protocol to silently prepare for work**
- Do as you are told by all staff – first time, every time**
- Listen carefully when the teacher or another person is talking**
- Put your hand up and wait for permission to speak**
- Always try your best without disturbing others**
- Stand in silence at the end of lessons until you are dismissed**
- Always do your homework properly and hand it in on time.**

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: ‘Arrive on time, fully equipped and ready to work’

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.

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

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

Rule 6: ‘Put your hand up and wait for permission to speak’

The college recognises 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, except when staff are engaging students in a question and answer session.

SECTION III – AROUND SCHOOL RULES

- Be polite and show respect for other people.**
- Do as you are told by all staff – first time, every time**
- Wear your school uniform correctly at all times**
- This is your school, look after it. Look after property and put all litter in bins**
- Eat and drink in the right place at the right time 4**
- Walk around the school sensibly & quietly and keep to the left**
- Be in your form room and ready for morning registration and be punctual to lessons**
- When college closes no pupil should be on site without staff permission.**

Rule 5: ‘Eat and drink in the right place at the right time’

Students are expected to eat and drink in the designated areas at break and lunch. These are the canteen, social area and Quad, and for students in isolation, the isolation room. Students may be given permission by a member of staff to eat outside these areas when participating in a club or lunchtime revision session. Water may be drunk around the college only when permission is given. Energy drinks are not permitted in the college

SECTION IV – REWARDS

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

ONGOING DEPARTMENTAL REWARD SYSTEM

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.

Curriculum Areas will have selected a stamp to be used by all departmental members. The chosen stamp will be awarded to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and attainment.

STAMPS

As indicated in the pyramid itself, the awarding of STAMPS will be based around the Student Planner.

STAMPS can of course be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when excellence in all its many guises is noted.

- A clean slate in terms of negative comments will be rewarded with a Form Tutor Stamp each week
- At the end of each week a student who has established 100% attendance will receive a Stamp from their Form Tutor.
- At the end of each week a student who has been on time all week will receive a Stamp from their Form Tutor
- At the end of each week a student who has brought the correct equipment all week, will receive a stamp from their Form Tutor.

The awarding of Stamps will be of greater significance around the college. As well as being used to reward excellence in terms of classroom and home learning performance, the Stamp will be used to reward all significant contributions to the school community outside classroom and home learning performance. 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.

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

POSTCARDS

Students will receive a departmental 'postcard' which will be sent direct to their home. It will be expected that no more than two or three students from each teaching group will be identified each term.

Three identified department meetings each year must be used to review student progress with the intention of awarding postcards. A postcard chart, filled in by students, will be displayed in all form rooms.

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.

ONGOING CERTIFICATES

This works on an ascending order of number of Stamps, the higher the number of Stamps leading to greater reward.

Students who have gained the required number of STAMPS will notify the relevant member of staff, the appropriate certificate will then be signed and presented either in Year assembly or by the Form Tutor. At the end of each academic year details regarding Stamp levels and Certificates awarded will be placed in each child's Record of Achievement file.

It is expected that the awarding of STAMP 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.

LEADERSHIP TEAM INVOLVEMENT

Three levels of commendation certificates: Assembly: bronze, Head of Year: silver, Headteacher: gold.

THE MAJOR AWARD CEREMONIES

Much of the detail concerned with the main awards ceremonies is included at the top of the pyramid structure.

In the final term we will attempt to establish an activities plan for students who have achieved a Gold Certificate or above and who have not served a period of isolation.

SECTION V – SANCTIONS FOR CLASSROOM BASED MISDEMEANOURS

In terms of classroom based sanctions seven key phases were identified. It is hoped that the good majority of students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.

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.

Each member of staff must seek to operate within the framework. We as a college can no longer 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.

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.

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:

‘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.’

‘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’.

PHASE ONE – VERBAL WARNING (after settling to work)

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.

The VERBAL WARNING, though not recorded, has two clear purposes:

- (i) To indicate to students that they have done or are doing something which is unacceptable
- (ii) To form a link to the more serious PHASE TWO – SECOND WARNING if it is required.

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.

The VERBAL WARNING should not be given as a blanket warning to the full class. VERBAL WARNING should be recorded on the corner of the whiteboard either with the student's initials or full name, so they are fully aware they are on a VERBAL WARNING.

PHASE TWO – SECOND WARNING

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 need also to keep a brief record in their own file of the nature of misdemeanour. Students will move straight into PHASE TWO for lateness, homework, coursework and equipment misdemeanours.

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.

PHASE THREE – STUDENT BEING MOVED WITHIN THE CLASSROOM

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. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups. 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.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

PHASE FOUR – STUDENT MOVED WITHIN SUBJECT AREA

At this point the classroom teacher would come to the decision that a student is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage. At this stage On Call should be requested who will oversee the movement of the student to another classroom and record the incident in the planner.

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 college strongly supports the importance of working through the phases in a cumulative manner whenever possible.

Each curriculum area (or group of areas) 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.

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:

- i. Such teachers are likely to have curriculum responsibilities
- ii. The groups being taught by them at that time are likely to be well-behaved and accommodating.

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.

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.

Automatically, the student will receive a Lunchtime School Detention. As a matter of policy the appropriate Head of Year will be advised. Parents will be contacted through the detention communication form which is in the planner.

When a student is given a third Detention parents will be informed of the seriousness of the situation and the consequence of a fourth and fifth School Detention being received. When a fifth School detention is given to any child, that child will automatically move into PHASE FIVE – ISOLATION.

Any student refusing to go to the departmental link will be dealt with as defiance and the student will be placed in isolation. Any student misbehaving in a Phase Four room will receive an isolation.

PHASE FIVE – ISOLATION

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 by Heads of Year and members of the Leadership Team. A video camera will be in operation at all times, supervision at break will be shared between the teachers who have supervised periods 2 and 3, and lunchtime supervision will be incorporated into the existing lunch-time duty framework.

Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.

The duration of the day in the isolation room will be from 8:50 am to 3:20 pm. All students who are placed in isolation must bring their set books and equipment for that day. Students in Years 10 and 11 may complete work for their subject studies during the day. There is no need for staff to set individual work for students, however if they feel it is appropriate work may be sent to the Isolation Room for students to complete.

Students in Years 7 – 9 will complete age/ability suitable work during their time in isolation.

Students placed in isolation arriving late without good reason will repeat the full day at the earliest opportunity.

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.

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 college day.

A student who works satisfactorily or better will rejoin mainstream education though a record of the period of isolation will be kept in the student's gold form. It may also be worth noticing 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.

The first period will be for one day. Students who continue to under-perform will work through two further periods of two, three and four days.

There will be an increased level of counselling with an automatic 'trigger' after which counselling will take place.

- (1 and 2 day Isolation) counselling by Head of Year or similar.
- (3 day Isolation) counselling by Director of Pastoral Care.
- (4 day Isolation) counselling by Deputy Headteacher in charge of PD. Whenever possible, Form Tutor to be present.

Students will enter isolation if they have done 5 Detentions, however if students go through 3 weeks without a Detention then those Detentions will be wiped clean.

Students in isolation who receive 2 written warnings or any combination of 4 written and verbal warnings will be expected to repeat their day in isolation.

Students in isolation who receive 3 written warnings or any combination of 6 written and verbal warnings will be referred to the Headteacher for a fixed term exclusion.

PHASE SIX – CONTRACT MEETING

Students will be placed on CONTRACT once the final four day period of ISOLATION has been served.

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. These will be 3,5,10,12,14 day exclusions.

Students will remain on contract for a period of 15 days. Each time the CONTRACT is broken the 15 day period begins again.

Students on CONTRACT will have a red CONTRACT stamp 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. An up to date Isolation and Contract list will be displayed in the staff room, and circulated daily by email and in the weekly bulletin.

At the end of the academic year students who are on CONTRACT will complete the full 15 day period in the next academic year. They will be offered the opportunity of a 'clean slate' only after a full seven-week period without any breaks of CONTRACT has been achieved.

All other students will be given a 'clean slate' at the beginning of each academic year.

PHASE SEVEN – FIXED TERM AND PERMANENT EXCLUSION

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN.

The control of fixed-term or permanent exclusion is entirely in the hands of the Headteacher and Governing Body/Trust Board.

On re-entry to college after a period of fixed term exclusion a student will be automatically placed in isolation for one day. Students will remain in isolation until the re-integration meeting with parents takes place.

SECTION VI – SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL

As outlined in the third pyramid the sanctions system for around school operates on five main levels.

In short, members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive actually is whilst also being in a position to understand what the 'maximum' sanction might be.

'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 simply makes a comment in the appropriate section of the Student Planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate Head of Year office, decides that a period of isolation is the most appropriate sanction.

LEVEL ONE

Currently, the following system in terms of sanctioning students around 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 college rules.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around college 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.

Form Tutors, through the monitoring of Planners each week, should keep a record of such detrimental comments. A student who acquires four 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.

LEVEL TWO

School Detention. The student will attend a School Detention as appropriate. For students who continually behave in a manner that is unacceptable at break and lunch, they will be placed in a period of break/lunchtime isolation, while continuing to attend lessons as normal.

LEVELS THREE, FOUR & FIVE

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

SECTION VII – THE USE OF THE STUDENT PLANNER Monitoring of Student Planners

Student Self-Monitoring

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 school.

Parental Monitoring

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 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 home learning in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

Form Tutor Monitoring

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

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

- i. That the planner is not defaced internally or externally and is being kept in a tidy manner
- ii That home learning details are being recorded in sufficient detail using the prescribed system (i.e. set home learning subjects written down at the beginning of the week, and the 'ticking' of home learning upon completion)
- iii. That, whenever they occur, comments made in the Student Planner by other members of staff are responded to in an appropriate way
- iv. That, whenever they occur, comments made in the Student Planner by parents are responded to in an appropriate way
- v. In order to communicate as Form Tutor to parents upon any college based issue which they feel would be best communicated through the Student Planner
- vi. In order to monitor the awarding of STAMPS or official sanctions.

Each Form Tutor will keep a separate record in file form of each student in their form group. Details should be brief and should reflect both negative and positive performance.

The Positive Discipline Lesson

- (i) Formal guidelines for the structure and content of Positive Discipline lessons will be issued.
- (ii) A timetable for PD lessons for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.

Guidance for referring Students to the Headteacher

Where there is evidence of excellent achievement the tutor will refer the student to the Headteacher who will award a Headteacher's Stamp.

- No more than three students should be sent during any one PD lesson
- Students should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
 - (i) they have successfully achieved a certificate level
 - (ii) they have established six or more weeks of consecutive 'clean slates'
 - (iii) they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the Headteacher
 - (iv) there is clear evidence of under performance

SECTION VIII – THE CONTENTS OF THE STUDENT PLANNER

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.**

Lost Student Planners will need to be immediately replaced at a cost of £5.00.

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 on.

It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on two occasions within an academic term will automatically serve a one-day period of ISOLATION.

Form Tutors must ensure that they inspect and sign each student's Student Planner every week. Students will record their own successes and failures on the Positive Discipline sheets provided.

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.

The Positive Discipline lesson should not be used as an opportunity for students to socialise.

SECTION IX – PROTOCOLS

i The ten second rule: at the start of all lessons students will be told to stand and make uniforms perfect, get out planners and equipment then sit down. This is designed to take some of the face to face conflict away from situations

ii With regard to students who are not doing as they are told , in order to clarify what is defiance we enunciate the words:

“ you have ten seconds to do as you are told and if you do not it is Isolation”

iii Mobile phones: mobile phones should be switched off and not be visible during the school day. Any mobile phone that is seen during this time either being used or not will be confiscated. Confiscated mobile phones will be held in a safe in Reception and returned at the end of the school day on the following Friday. For the first incident the phone may be returned to the student on the Friday. Any subsequent incidents the phone must be collected by a parent/guardian.

iv During registration any student who does not have their planner or does not have the correct uniform should be sent to the Head of Year.

v SLT Detention: students who do not attend their SLT detention on a Friday will serve 1 day in isolation. They will still be expected to complete their SLT detention as well, this can be either rebooked the following week or served over 4 consecutive lunchtimes. Parents may rearrange one detention per term due to family or travel commitments.

Section X

Pupils' conduct outside the school gates –

The college has the authority to apply its Positive Discipline to students for misbehaving outside of the school premises, including the inappropriate use of social media platforms, “to such an extent as is reasonable” and in the following where the student is:

- Taking part in any school-organised or school-related activity**
- Travelling to or from school**
- Wearing school uniform or in some other way identifiable as a student at the school.**

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school**
- Poses a threat to another pupil or member of the public, including making threats or bullying through social media platforms**
- Could adversely affect the reputation of the school.**

In all cases of where the college determines the threshold of being reached where the policy can be applied any sanction can only be applied on school premises or elsewhere when the pupil is under the lawful control of the college.