



Chaucer School

A member of Tapton School Academy Trust

Positive Discipline Policy

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SECTION 1 INTRODUCTION

This document sets out the framework for the school's approach to encouraging effective learner and teacher behaviours known as 'Positive Discipline'. It is expected that agreed amendments and modifications will be made as the systems develop and mature. At all times staff, students, parents and carers will be made fully aware of such changes.

The framework seeks to build upon present good practice whilst addressing identified areas of weakness. It is genuinely hoped that the framework for positive discipline will successfully address and continue to improve a number of areas.

The framework is designed to and should be successful in:

1. reducing staff workload both through increased effectiveness and efficiency and the operational use of the student planner as a central record of each student's progress;
2. providing much greater understanding of the positive discipline process by students, parents, teachers and governors;
3. ensuring that all students, regardless of ability, age and gender are involved whenever possible, in the process of praise, recognition and rewards;
4. supporting staff in the classroom, ensuring that teachers can get on with teaching students who want to learn and who behave in an acceptable manner. Furthermore, teachers should no longer have to suffer low-level disruption;
5. making the school a cleaner, more effective learning environment.

Without doubt, the essential prerequisite for the scheme's success is a constant, calm, 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. Support and administrative 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 4 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 a 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 will be challenged and follow-up discussion will occur. This, if continued, will result in escalation through the line management and school processes.

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

At the centre of all that we do is the student planner and the standard operating procedure. It is absolutely essential it is understood and followed by all students, all teachers and all parents.

The system is well thought out and developed from good practice locally and nationally; inconsistent delivery of the systems will completely undermine the processes and will lead to deterioration in standards of positive discipline.

With enthusiasm, commitment and teamwork in its truest sense, there is no doubt that we can make this system work for us.

SECTION 2 CLASSROOM RULES

Our classroom rules are outlined below:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. 10 second protocol to silently prepare for work.
3. Do as you are told by all staff – first time, every time.
4. Listen carefully when the teacher or another person is talking.
5. Put your hand up and wait for permission to speak.
6. Always try your best without disturbing others.
7. Stand in silence at the end of lessons until you are dismissed.
8. 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 for each lesson.

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 (pen, pencil, ruler, scientific calculator and planner) without the constant reminders from members of staff.

Each teacher should clearly identify any additional equipment within their teaching group that should be ready at the beginning of the lesson.

Rule 3:

Do as you are told by all staff – first time, every time (Some students may have a reasonable adjustment due to their SEN – you will be made aware of who these students are)

This rule - the notion of following staff instructions was so important that the wording of the rule is absolutely clear. In short we want all students to do as they are told.

Rule 6:

Put your hand up and wait for permission to speak

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 sessions and other TEEP active learning strategies.

SECTION 3 AROUND SCHOOL RULES

1. Be polite and show respect for other people.
2. Do as you are told by all staff – first time, every time.
3. Wear your school uniform correctly at all times.
4. This is your school, look after it. Look after property and put all litter in bins.
5. Eat and drink in the right places at the right time.
6. Walk around the school sensibly and quietly and keep to the left.
7. School opens at 8.00am – be at your room and ready for morning registration at 8.25am.
School closes at 2.55pm – (2.30pm on a Wednesday) - no student should be on site without staff permission.

Rule 5:

Eat and drink in the right places at the right time

Students will have guidelines regarding eating in school explained to them (food/drink items must be in line with Healthy Eating policy already shared with students, parents and carers).

SECTION 4 REWARDS

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

Ongoing Subject Area Reward System

The first formal phase of the rewards system is the:

'Ongoing Departmental Reward System'.

Curriculum areas will have selected a stamp to be used by all subject area 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. Certainly the administrative burden involved in awarding stamps is intended to be both simple and time-efficient.

Stamps can of course be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when excellence occurs; in all its many forms

- A clean slate in terms of negative comments will be rewarded with a form tutor stamp each week.
- Students will receive an 'R' stamp for each day that they attend.
- 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 the form tutor.

The awarding of stamps will be of greater significance around the school. As well as being used to reward excellence in terms of:

- classroom and homework performance
- all significant contributions to the school community outside classroom and homework 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 extracurricular activities).
- Final and separate deadlines for the awarding of stamps for Year 11 and all other students will be identified and communicated.

The stamp will of course lead to recognition through our system of certificates and rewards trips.

Every 2 weeks year group pastoral teams will conduct a 100% attendance draw in assemblies and students will be awarded 100 rewards stamps.

Students who are on target in all subjects at an assessment point will be awarded 100 rewards stamps in-line with the progress pyramid.

Ongoing certificates

From September 2017 the certificate levels for stamps will be as follows:

- 250 – Bronze
- 500 – Silver and form tutor phone call home
- 750 – Gold
- 1000 – Platinum and Year Manager phone call home
- 1500 – Diamond and Associate Leader Student Support phone call home
- 2000 – Headteacher's Award and Assistant Headteacher phone call home
- 2500 – Governor's Award
- 3000 – Chair of Governor's Award.

Students who have gained the required number of stamps will receive the appropriate certificate which will be 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 reported to parents/carers and placed on the student's file. It is hoped 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.

Postcards

Students will receive a departmental 'postcard' which will be sent directly to their home. It will be expected that no more than two or three students from each teaching group will be identified each term. Space will be left for a teacher comment, though a signature alone will be sufficient. **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.

Leadership Team involvement

Senior staff will provide a high presence across all year groups during Zone time and LIFE/Positive Discipline lessons. An identified member of the leadership team will operate from their zone and will be available to receive students who are referred to them by form tutors. Students will be sent individually with their student planner, to be praised. It is anticipated that no more than three students from a form group will be referred to the leadership team member within one lesson. Members of the leadership team will visit year groups during the LIFE/PD sessions and will award a leadership team stamp. Students who are working exceptionally well will be referred to the Headteacher to receive the Head teacher's stamp.

Celebration events

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 a reward activities plan for students who have achieved a silver certificate or above, met the school's attendance target and who have not been excluded, served a period of isolation or missed a school detention.

SECTION 5 SANCTION 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 for the students whose performance is deemed to be unacceptable, only a small minority will move beyond phase 3.

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 student to re-join the road to achievement. Each member of staff must seek to operate within the framework. We as a school can no longer tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to stand 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.***

Phase 1 – 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 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:

1. To indicate to students that they have done or are doing something which is unacceptable;
2. To form a link to the more serious phase 2 – 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 2 – second warning

A student who continues to behave unacceptably despite being given a verbal warning will move into phase 2 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 files/SIMS of the nature of misdemeanour. **Students will move straight into phase 2 for lateness, homework, coursework, progress, pride & presentation and equipment misdemeanours.**

Students could move into phase 2 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 3 – student being moved within the classroom

Occasionally, students will continue to behave in an unacceptable manner despite receiving both a verbal and a second warning. Such behaviour will result in the student moving into phase 3. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups (staff voice has indicated that this is the overwhelming desire of staff). 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 student'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 4 – student moved within subject area (zone)

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage.

Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to phase 4. Though there is always the possibility of this occurring, the school strongly supports the importance of working through the phases in a cumulative manner whenever possible.

Each teaching area (or zone) will need to plan 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 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:

1. Members of staff with leadership or curriculum/subject area or year management responsibility
2. Teachers with groups at that time that are well-behaved and accommodating.

A student who has entered phase 4 is likely to have caused considerable disruption and inconvenience. Consequently they should be received in an appropriately disciplined manner. The referred students will bring work with them and will work in silence in an appropriate part of the room in which they are placed. When referring a student outside the classroom 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, by the teacher though, if this is not possible, the debriefing should take place at the earliest practical opportunity. Automatically, the student will receive a school detention. As a matter of policy the school office will be advised. Parents will be contacted through the detention communication form which is in the planner, this may also be supported by text. When a student is given a third detention parents will be informed of the seriousness of the situation and the consequences of a fourth and fifth school detention being received.

When a fifth school detention is given to any student, that student will automatically move into phase 5 – isolation.

Phase 5 – 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 the isolation manager, the Headteacher and members of the pastoral team. A video camera will be in operation at all times, supervision at lunch will be conducted by Associate Leader for Student Support, Headteacher or Assistant Headteacher and break time supervision will be incorporated into the existing break 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. Students will not be allowed to leave isolation to attend any lesson, if class teacher would prefer that student complete a specific piece of work, the class teacher must ensure this work is taken to the isolation room and collected at the end of the school day.

The duration of the day in the isolation room will be from 8.25am - 3.10pm on Monday, Tuesday, Thursday, Friday and a finish time of 2.40pm on Wednesday. Students placed in isolation arriving late without good reason will repeat the full day at the earliest opportunity. As a reasonable adjustment a small number of students with SEN may complete their isolation placement in 2 half days.

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.

A student who works satisfactorily or better will re-join 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.

The first period will be for one day. Students who continue to under-perform will work through two further periods of 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 Year Manager
- (3 day isolation) counselling by leadership link
- (4 day isolation) counselling by leadership lead for positive discipline

Whenever possible, form tutor to be present. Students will enter isolation if they have 5 detentions.

Phase 6 – contract meeting

Students will be placed on a contract once the final four day period of isolation has been served. Each time the contract is broken the student will serve one day in isolation. Once the contract has been broken on the fourth occasion, the student will be excluded from school for a fixed term period. These will be 3, 5, 7, 10, 12, 14 day exclusions until 15 clear days have passed. (SEN Students – reasonable adjustments may be made based on identified individual needs).

Students on contract will have a red contract stamp placed in the weekly section of their student planner. This will be done by the Year Manager or senior leadership link.

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 communicated with staff.

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

Phase 7 – 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 7.

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

On re-entry to school after a period of fixed term exclusion a student will be automatically placed in isolation, unless they have completed the work pack provided or the required hours on EdClass and the behaviour repair scheme of work.

SECTION 6 SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL

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

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 leadership team member, decides that a period of isolation is the most appropriate sanction.

Level one

From September 2016 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 school rules.

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

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 to level 2 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.

Level three, four and five

These will operate in exactly the same way as phases 5, 6 and 7 of the 'sanction for classroom-based misdemeanours'.

SECTION 7 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 carers 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.

Form tutor monitoring

Within school student planners will be monitored each week by the form tutor and sampled by SLT Link

When monitoring student planners, form tutors are looking to identify or confirm a number of points:

1. the planner is free from graffiti and is being kept in a tidy manner;
2. 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)
3. comments made in the student planner by other members of staff are responded to in an appropriate way;
4. comments made in the student planner by parents are responded to in an appropriate way;
5. form tutor to parent communication upon any school-based issue routinely occurs where necessary
6. 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

1. Formal guidelines for the structure and content of Positive Discipline lessons will be issued.
2. A timetable for Positive Discipline lessons for the year will be issued. Changes to the timetable will be made only in exceptional circumstances.

Guidance for referring students to leadership team

- No more than three students should be sent during any one Positive Discipline lesson
- Students should be sent individually and must always carry their student planner
- Students should be sent for any of the following reasons:
 - They have successfully achieved a certificate level
 - They have established six or more weeks of consecutive 'clean slates'
 - They have performed outstandingly in any way in which the form tutor feels needs to be brought to the attention of the link
 - There is clear evidence of under-performance.
- Over the course of the year all students should be seen by the Assistant Headteacher or Associate Leader on at least one occasion.
- Where there is evidence of excellent achievement a leadership stamp will be awarded by the member of the leadership team.
- Where a student's performance is exceptional the leadership link will refer the student to the Headteacher who will award a Headteacher's stamp.

SECTION 8 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 ideally be carried in the student's bag. 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 from the Headteacher's PA.

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 the zone.

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 year will automatically serve a one-day period of isolation.

Form tutors must ensure that they inspect and sign each student's planner every week. Students will record their own successes and failures on the Positive Discipline sheet 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 Positive Discipline lessons will be displayed in all form rooms.

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

SECTION 9 PROTOCOLS

1. The 10 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.
2. With regard to students who are not doing as they are told, in order to clarify what is defiance we say the words "you have 10 seconds to do as you are told and if you do not it will lead to isolation"
3. Mobile phones/electronic devices (including headphones): Items should be switched off and not be visible from 8.25am until 2.55pm (2.30pm on Wednesday) unless at break time or lunchtime in a designated zone. Any mobile phone/device that is seen during this time either being used or not will be confiscated. The first confiscation of a mobile phone/device will be held by the office and returned at 2.55pm. Further confiscations will be returned only to a parent via a parental meeting with Assistant Headteacher or Headteacher.
4. During registration any student who does not have their planner or does not have the correct uniform should be referred to a member of the leadership team in the zone.

Date reviewed: July 2017

Date to be reviewed: July 2018