

Positive Discipline Policy Statement



Summary:

This policy outlines the rationale behind Positive Discipline and the procedures used to reward and sanction pupils.

Positive Discipline is a system introduced in September 2016 to promote positive behaviour and pupil achievement and attendance.

M. Houston
Principal

Additional Notes

Policy Number:
2016/2

History:

- This policy was created in the academic year 2016/17 and is under review and continued consultation with all stakeholders: pupils, staff, parents and governors.
- Minor revisions September 2017

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ULIDIA INTEGRATED COLLEGE

POSITIVE DISCIPLINE POLICY

1. RATIONALE

Positive Discipline is a whole school strategy aimed to promote positive behaviour and achievement at Ulidia.

We aim to consistently and regularly reward:

- Work that reflects or betters the ability of each student
- Positive behaviour in and outside the classroom
- Behaviours and attitudes that reflect the integrated ethos of the college
- Excellent attendance

We also aim to consistently and regularly address:

- Low standards and expectations of work and homework
- Low level negative behaviour that impacts on teaching and learning in the classroom
- Issues in relation to disrespect, refusal to co-operate and verbal abuse of staff

2. PRINCIPLES OF POSITIVE DISCIPLINE

The following principles were identified and agreed upon by staff and pupils in May 2016:

- To establish clear boundaries for consistently rewarding pupil performance
- To reinforce and promote positive behaviour in the classroom and around the school
- To reinforce and promote a culture of achievement and success at Ulidia
- To improve school attendance
- To improve academic performance at KS3, 4 & 5

3. AIMS AND OBJECTIVES

The aims of Positive Discipline are to:

- Enhance the self-esteem and well-being of the young people in Ulidia Integrated College.
- Help our young people develop a sense that hard work brings recognition and reward
- Promote responsible behaviour both in and outside the classroom
- To provide a supportive environment in which young people can learn and progress without disruption
- To develop pupils' organisational skills, which will be needed in further education and working life
- To encourage pupils to accept challenge and strive to produce their best work and demonstrate their best behaviour
- To facilitate more regular communication between pupils, parents and staff on pupil progress

4. POSITIVE DISCIPLINE STRUCTURE

Positive Discipline consists of 2 strands:

1. Credits
2. Sanctions

Both must be consistent, fair and regular where appropriate. Credit stamps are allocated as follows:

Good	Excellent	Outstanding
1 credit	2 credits	3 credits

Credits must only be given when and where they are earned and when pupils meet the agreed expectations for work and behaviour.

It is important that pupils are consistently rewarded when and where due and that all teachers consistently reinforce the high expectations for work and behaviour in the college.

5. STUDENT PLANNER

The student planner is an integral part of the Positive Discipline structure in Ulidia.

Enormous value is placed on the student planner. It must be brought to school every day and to every lesson as this provides a record of achievements and behaviour.

The planner aids home-school communication as it is used to record credits and both parent and teacher comments. Parents/carers are asked to monitor their child's progress on at least a weekly basis and sign the planner.

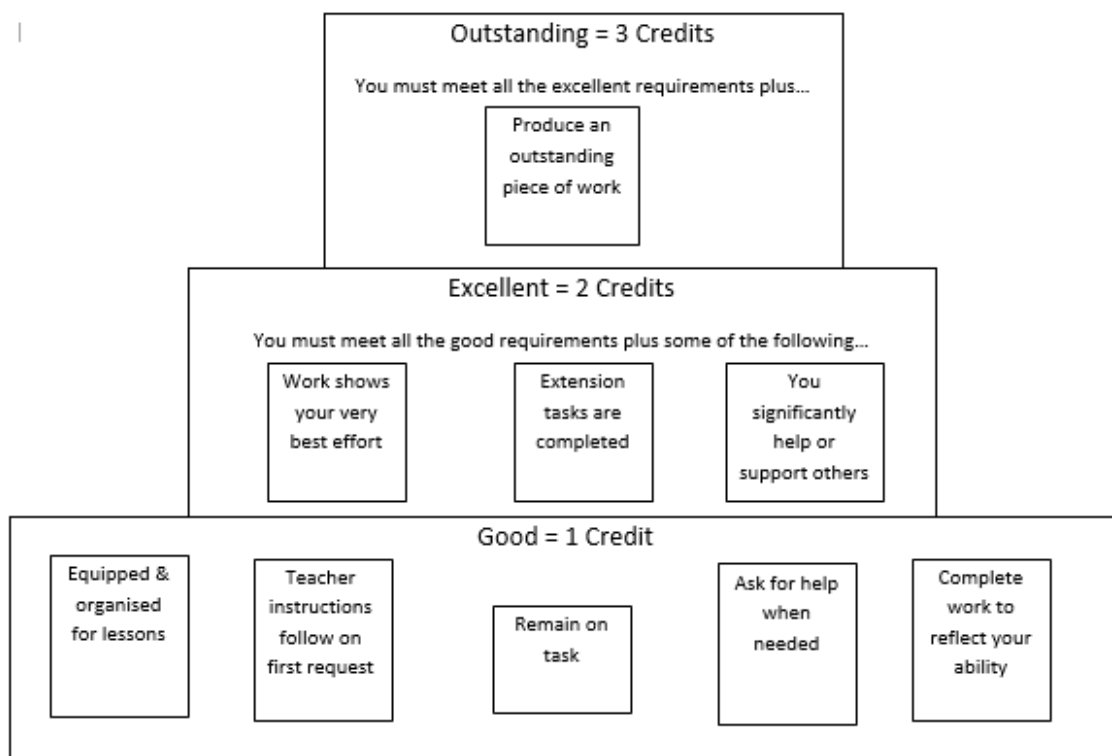
Forgotten Planner

In Ulidia we strive to help students understand the importance of being organised and prepared for school.

If the student planner is forgotten, students will be issued with a formal warning. No credits will be issued for the day.

If the planner is forgotten on a second occasion, students will be withdrawn from class until the planner can be brought to school. Work will be provided and will usually be completed under the supervision of their Form Tutor or Head of Year.

6. REWARDING WORK AND BEHAVIOUR IN THE CLASSROOM



Students who meet the above standards and expectations in the classroom environment should be rewarded with the appropriate number of credit stamps.

Teachers may allocate an additional credit when and where they feel that a student's work and behaviour goes beyond what is outlined above.

No more than 4 credits should be allocated during a lesson.

7. REWARDING WORK AND BEHAVIOUR OUTSIDE THE CLASSROOM

Students who meet the following standards and expectations outside the classroom should be rewarded with the appropriate number of credit stamps.

All students should be encouraged to participate as fully as possible in the extra-curricular life of the college.

They must be rewarded accordingly each time they attend or participate in an activity.

1. Good	2. Very Good	3. Excellent
Participate in a year group or department activity (each time)	Help co-ordinate a year group activity eg. assembly or department activity	Lead a year group or department activity
Helpful to another student eg. carries bag if injured (each day)	Participate in Junior or Senior assembly	Participate in a whole school activity eg. whole school assembly
Participates in an extra-curricular activity (each time)	Supports another student eg. speaks to a member of staff if they notice a problem	Takes initiative to help or support another student eg. looks after another pupil on the way to or from school if there are issues, without being asked
Attends Student Council meeting (each meeting)	Helpful to a member of staff	Positive report from a member of the public
	Member of a school group/team including sports, Eco, Debating, Choir etc	Positively represents College in events or competitions (each event)
	Runs for Student Council eg. creates campaign	Elected Year Ambassador
	Elected Class Rep	Significantly contributes to school council meeting (each meeting)
	Participates in school council meeting (contributes each meeting)	6 th Form: supports mentee (eg. seeks support from staff member, each time)
	6 th Form: meets mentee (each meeting)	6 th Form: meeting of Senior Team (each meeting)
	6 th Form: completes allocated duty (each duty)	6 th Form: Senior Team duties completed (each duty)
	Reports incident to or from school to a member of staff	

This is not an exhaustive list.

When allocating credits, teachers must remember to differentiate according to student involvement. Students should be told what they have been rewarded for and if possible, what they can do next time to gain extra credits.

8. 6TH FORM STUDY PERIODS

6th Form students should meet the criteria outlined to achieve credits in the classroom. 6th Form students can also achieve credits during their study periods by ensuring they meet the following criteria:

1. Good	2. Very Good	3. Excellent
Attend agreed study period	Attend agreed study period	Attend agreed study period
Arrive to study period on time (Any reasonable explanation for lateness should be accompanied by a note from the previous teacher/member of staff)	Arrive to study period on time (Any reasonable explanation for lateness should be accompanied by a note from the previous teacher/member of staff)	Arrive to study period on time (Any reasonable explanation for lateness should be accompanied by a note from the previous teacher/member of staff)
Work quietly or silently (as directed by staff) in allocated study area	Work quietly or silently (as directed by staff) in allocated study area	Work quietly or silently (as directed by staff) in allocated study area
Speak respectfully to members of staff and other students in study area	Speak respectfully to members of staff and other students in study area	Speak respectfully to members of staff and other students in study area
Study periods are used to complete subject work (This should be verified by the member of staff supervising where possible)	Study periods are used to complete subject work (This should be verified by the member of staff supervising where possible)	Study periods are used to complete subject work (This should be verified by the member of staff supervising where possible)
	Helpful or supportive to other students during study period	Helpful or supportive to other students during study period
		Helpful or supportive to staff members during study period

6th Form Study sessions often take place in classrooms or subject areas while other classes are being taught.

It is important however, that 6th Form students understand the expectations and standards for each department when they attend study sessions and these will be reinforced by all teachers and staff involved in supervising study sessions.

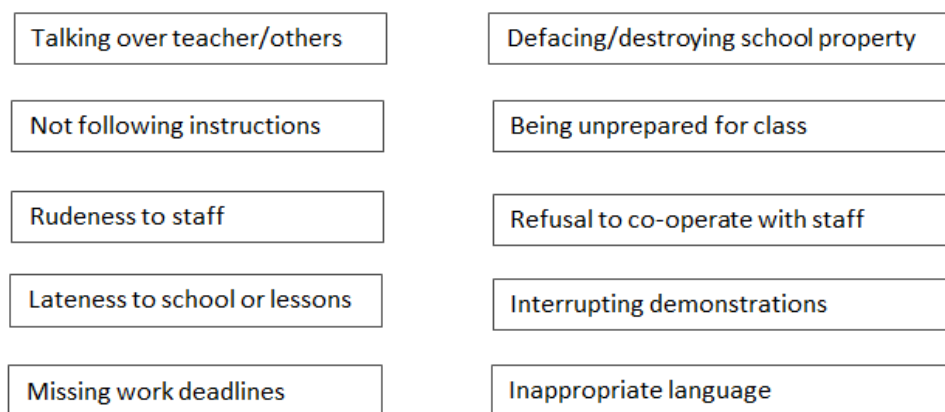
Credits therefore will only be given when they have been earned to ensure high expectations for both work and behaviour.

9. ADDRESSING NEGATIVE BEHAVIOUR IN THE CLASSROOM

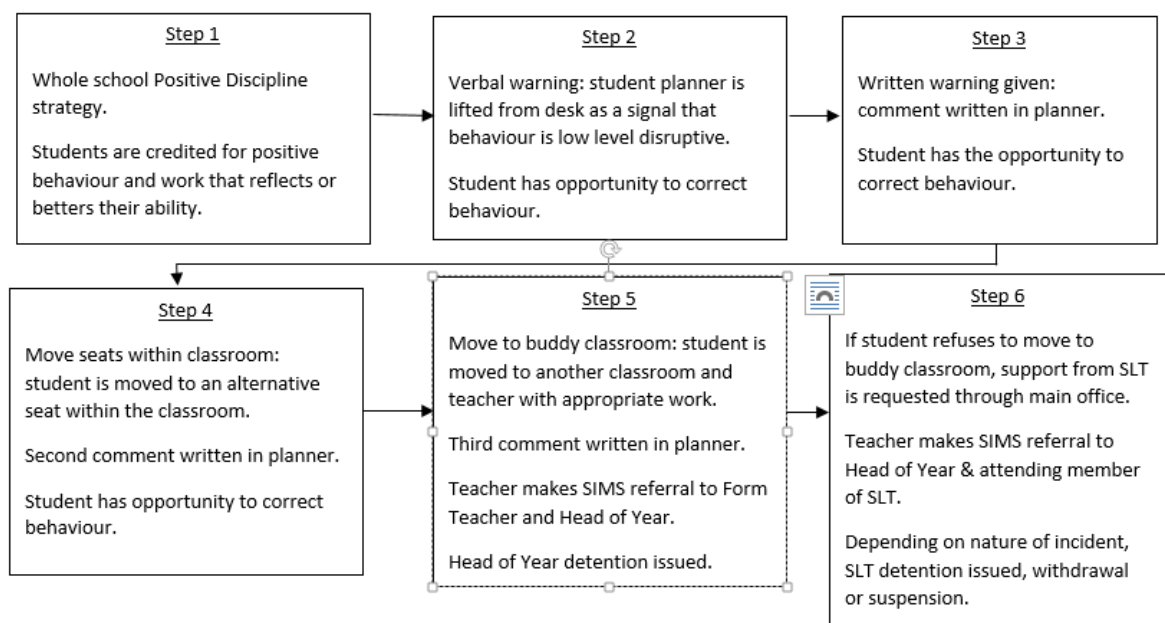
Quality and effective teaching and learning can only take place when student behaviour in the classroom allows the teacher and other students to focus and concentrate on the lesson.

There are clear expectations for behaviour in each classroom and these are discussed with students at the beginning of the year and throughout the year as and when required.

The following types of behaviour cannot and will not be tolerated as they impact the quality of teaching and learning in the classroom.



The following 6 step procedure is used by teachers to address negative behaviour in the classroom.



10. COMMENTS IN THE PLANNER

Comment/Code	Message to be Communicated
R	Reminder to bring equipment, get planner signed, bring bag to school, bring homework or to behave in a particular way in the classroom.
Not following instructions	Comment indicates persistent, low level behavioural or work issues in the classroom.
Disruption	Comment indicates a more serious level of behavioural issues in the classroom. Comment to be used when teaching and learning in the class is significantly impacted by student's behaviour.
More effort required	Comment indicates that work does not reflect the student's ability or has not been completed to meet the required standard of the department.
Disrespectful	Comment indicates that the student has spoken to or behaved towards the teacher, LSA or other students in a disrespectful way.
GUM	Chewing gum in class
Late	Comment indicates that the student has arrived late to lesson with no genuine or acceptable reason (record in SIMMS also)
Did not attend DT	Comment indicates that the student has not attended an informal detention issued by a teacher.
Homework	Homework has not been submitted or completed to a satisfactory standard

Issues in relation to work and behaviour will be recorded in the student planner. This aids communication between staff and parents in order to identify issues that the student needs support with.

11. INFORMAL SANCTION STRUCTURE

Teachers and Form Teachers may wish to issue informal break or lunch detentions in order to address low level work issues or very low level behavioural issues.

Break Detention: students must be given at least 5 minutes to eat or drink and visit the toilet

Lunch detention: detention should take place at the beginning of lunch time and students must be given at least 20 minutes to eat a hot meal and visit the toilet.

Teachers should ensure that a comment is recorded in the planner when a student completes an informal sanction.

12. FORMAL SANCTION STRUCTURE

Ulidia's formal sanction structure is outlined below:

Tuesday Detention

Week 1 & Week 2

3.15-4.15

Supervised by teaching staff

Arranged by Form Teacher/Head of Year or Head of Department in consultation with Head of Year

Head of Year Detention

Week 2 Thursday (Fortnightly)

3.15-4.45

Supervised by Heads of Year

Arranged by Heads of Year

SLT Detention

Friday (Monthly)

3.15-5.15

Supervised by SLT

Arranged by SLT in consultation with Head of Year

Saturday Detention

Every 6 weeks

9.00-11.00

Supervised by Head of Pastoral Care

Arranged by Head of Pastoral Care in consultation with Head of Year

Suspension

According to Suspension & Exclusion Policy
Arranged by Head of Pastoral Care/Deputy Principal and Principal

Permanent Exclusion

According to Suspension & Exclusion Policy
Involving Head of Pastoral Care/Deputy Principal and Principal

Linked Policies

Behaviour & Relationships Policy
Suspension & Exclusion Policy