



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
- Major revisions December 2018

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Ulidia Integrated College Positive Discipline Policy

1. RATIONALE

Positive Discipline has created a 'behaviour for learning' climate, by setting out clear high expectations and consistently recognising and encouraging those pupils who meet and exceed it.

We believe that traditional values of self-discipline and responsibility are an essential part of supporting the development of Ulidia pupils from childhood to adulthood. We aim to ensure that our discipline procedures are caring, fair and consistent while also recognising that each and every pupil makes positive contributions to school life on a daily basis.

Positive Discipline is Ulidia's system of rewarding high standards of work and behaviour while simultaneously reinforcing our high expectations for achievement and conduct.

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 OF POSITIVE DISCIPLINE

Our Positive Discipline system aims 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
- Provide a supportive environment in which young people can learn and progress without disruption
- Develop pupils' organisational skills, which will be needed in further education and working life
- Encourage pupils to accept challenge and strive to produce their best work and demonstrate their best behaviour
- 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

CREDITS

Credits can be issued by every subject teacher each lesson of the school day. They may also be issued to recognise additional achievements in extra-curricular activities, excellent conduct to and from school or for making positive contributions to school life.

For all lessons and across all subjects, the following basic expectations are established. Pupils will:

- Arrive to class on time
- Bring all necessary books and equipment
- Show respect to others at all times
- Ask for help if needed

In addition to meeting these basic expectations, credits are awarded as follows:

1 credit: **good** work has been produced and **good** effort has been made in the lesson

2 credits: **excellent** work has been produced and **excellent** effort has been made in the lesson

3 credits: **outstanding** work has been produced and **outstanding** effort has been made in the lesson

A **bonus credit** may be awarded in cases where a pupil may not meet some of the basic expectations but they make **exceptional** effort or produce **exceptional** work or display an **exceptional** attitude in the lesson.

If no credits are issued, this communicates that the **pupil has not produced work reflective of their ability or made the required effort** and a note is placed in the planner to aid communication with home.

5. REWARDS

Once pupils have earned credits, they can choose to 'spend' them throughout the year on rewards in school or the local community or they can choose to save them to access end of year trips.

Rewards include:

- Discount vouchers for the canteen
- Vouchers for activities in the community eg. Leisure Centre
- Retail vouchers

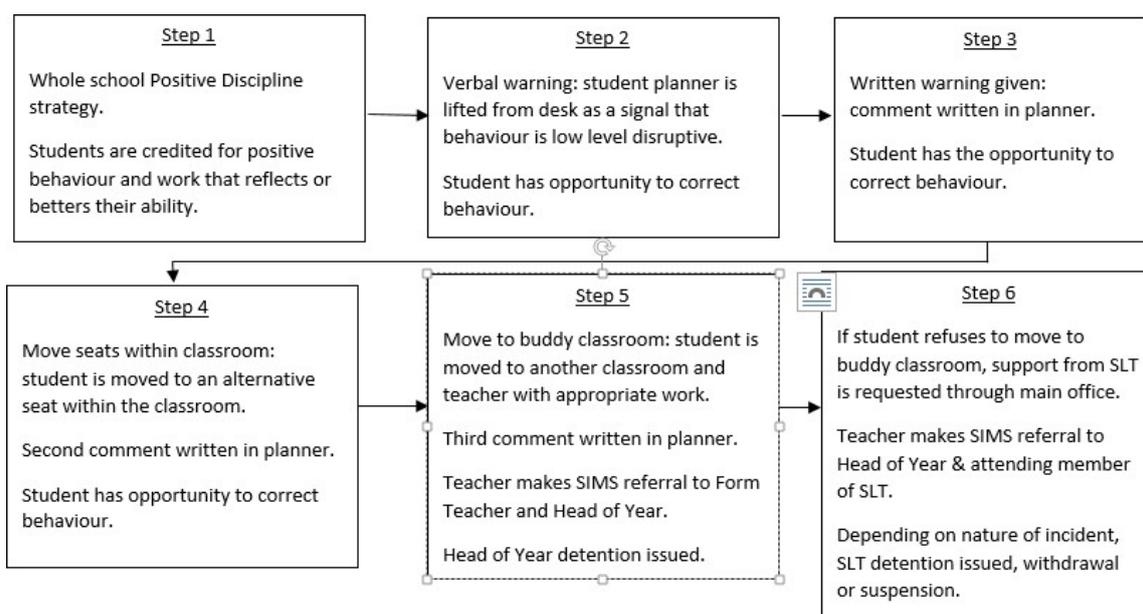
6. SANCTIONS

Ulidia has a system of sanctions in place that is fair, consistent and reasonable. We operate a tiered system of detentions that are used to respond to incidents of misconduct or lack of effort in academic studies. In some more extreme cases, suspension or exclusion are considered as suitable sanctions.

The purpose of any sanction issued is to:

- Highlight where the issue is in terms of conduct, effort or attitude to learning
- Give the pupil the opportunity to reflect and recognise themselves where the issue is
- Give the pupil the opportunity to correct the behaviour and move forward

Within the classroom, we operate a 6 step procedure to managing behaviour in the classroom. At every stage, we encourage the pupil to reflect on their conduct and give them the opportunity to correct the behaviour before moving to the next stage.



7. 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.

8. 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

9. 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 in the form of a yellow card. 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.

10. SIXTH FORM APPRAISAL

Sixth Form follow an appraisal process as part of the Positive Discipline system.

The process is intended to help students set short term targets for improvement and prepare them for employment where review and appraisal are standard processes.

The appraisal process also aims to recognise and reward the additional efforts and achievements our 6th Form students make to contribute to the wider life of the school.

11. REVIEW CRITERIA FOR SIXTH FORM

Every two week cycle, subjects teachers, form teachers and the Sixth Form Supervisor allocate points to each student based on the review criteria below.

These points are collated and can be used to avail of rewards during the academic year.

Form Tutor	Subject Teachers	Sixth Form Supervisor
Timekeeping (0-1)	Attend all lessons and agreed study periods (0-2)	Study periods (0-2)

Uniform and Appearance (0-1)	Timekeeping for class and study periods (0-1)	Timekeeping for agreed study periods (0-1)
Conduct (0-2)	Uniform and Appearance (0-1)	Uniform and Appearance (0-1)
Enrichment activities (2)	Conduct in class (0-2)	Conduct in study area (0-2)
Additional achievements (2)	Quality of work (0-2)	Reliability: duties and responsibilities (2)
	Meeting all deadlines (0-1)	Using initiative (2)
	Using initiative (2)	
8 per 2 week cycle	11 per 2 week cycle	10 per 2 week cycle

12. APPRAISAL MEETINGS

Appraisal meetings take place with the Form Teacher every 6 weeks. Meetings consider the feedback provided by Subject Teachers and the Sixth Form Supervisor and these may be in an individual or group setting.

The meetings take the following format:

1. Review of attendance and timekeeping
2. Review of uniform and appearance
3. Review of quality of work, deadlines and academic performance
4. Review of engagement in enrichment, including commitment to agreed duties and responsibilities
5. Identification of strengths and additional achievements
6. Identification of 2 targets for development and improvement.

13. POST APPRAISAL

After their appraisal, pupils will receive a written performance summary via email and parents/carers will receive a copy via ParentMail.

Parents/carers of pupils who rate as below target or causing concern in two consecutive appraisals will be invited to meet with the Head of Sixth Form where SMART targets will be agreed. If there is no further improvement an additional support plan will be put in place with a member of SLT.

14. LINKED POLICIES

1. Behaviour & Relationships Policy
2. Suspension & Exclusion Policy

