



# Malton School

A Specialist Science School

## Positive Discipline Policy

Document Status		Staff Responsible	Committee
Date of approval	07/07/2008	Headteacher	Full Governors
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### Rationale

- Good behaviour reflects respect for people, learning and property.
- Students must be encouraged to take responsibility for their *own* behaviour.
- Staff have responsibility for maintaining high standards of behaviour both **in and out of** the classroom. This is to be achieved through the development of mutual teacher/student respect, staff example and prompt, firm action when unacceptable standards of behaviour or work are evident.
- Fairness, consistency and a measured escalation of response are vital in maintaining good behaviour.

### Principles

***Students are expected to:***

1. In class -
  - a. always have their planner, books and necessary equipment;
  - b. work to the best of their ability and allow other students to work to the best of their ability;
  - c. play a full part in lessons, e.g. by contributing to discussion/oral work;
  - d. respond to suggestions for improvement made by staff;
  - e. complete work set on time and to a good standard of presentation(see Presentation Policy).
2. Around school -
  - a. treat fellow students, staff and visitors with respect;

- b. use good manners and appropriate language at all times, including travel to and from school and whilst on school trips or representing the School;
  - c. report any bullying to a member of staff;
  - d. follow reasonable instructions of all staff, first time every time;
  - e. care for their and others' property and the fabric and equipment of the School, ensuring no damage, litter or chewing gum.
3. Routines -
- a. conform to the School uniform requirements;
  - b. arrive on time for lessons and registration, covering all lates or absences with a parental or staff note;
  - c. enter and leave the School site by the appropriate routes, walk on the left and queue in an orderly manner;
  - d. during evacuation procedure remain silent so as to hear any additional instructions;
  - e. alert the nearest member of staff to the presence of any unidentified person immediately.

These principles are enshrined in the **school code of conduct** which is displayed in every classroom

***Staff are expected to :***

1. Adopt a staged and consistent response when dealing with disciplinary problems in line with the PD pyramids.
2. Set clear aims and high expectations of the students for the classes they teach.
3. Employ a range of teaching and learning styles to challenge and engage students fully in the classroom.
4. Act as role models for students and operate in a professional manner at all times, including:
  - Good timekeeping.
  - Consistent and calm response to misbehaviour.
  - Criticise the poor behaviour not the individual.
  - Dress appropriately and professionally.
  - Use challenging, but *appropriate* language.
  - Mark student work regularly and in accordance with school policies.
  - Make *no physical contact* with students other than for the student's own safety, the safety of other students or staff, or the prevention of damage to property.

**Further Guidelines for staff**

There will be no after-school detentions run by Departments or by individual staff. After-school detentions will be official school detentions on Tuesday and Wednesday evenings run by senior members of staff and pastoral staff. Individual staff will still be able to detain students at the start of break and lunch for 10 minutes without prior warning.

Students should not be allowed to leave a classroom unless under the instruction of the teacher who has judged it to be necessary (for example, requests to go to the toilet should be discouraged and declined initially but where the teacher judges that the student genuinely needs to go then it will be allowed). The teacher must manage the absence of the student appropriately, checking on time and length of absence and informing Reception immediately of any concerns.

In an **emergency** or for instances of ***very serious misconduct***, staff should summon a senior member of staff On-Call. Please send a note ("Room NN SLT please") to the nearest school office with a **responsible** student. Staff can also use the alert mechanism within SIMS.

## CODE OF CONDUCT

### In Class

Have the planner, correct books and equipment.  
Concentrate hard and take pride in your work. Do your best!  
Do not shout out or distract others from doing their best.  
Contribute fully to the lesson and respond to suggestions for improvement from staff.  
Record all homework set and complete it on time, to the best of your ability.

### Around School

No litter. No chewing gum. Show respect for school environment.  
Follow staff instructions, first time every time.  
Be polite, co-operative and respectful with adults and each other at all times.  
Report any bullying at once to a member of staff.  
Be courteous and polite, showing good manners and using appropriate language at all times.

### Routines

Wear school uniform correctly at all times.  
Always arrive at lessons and registration on time. Cover all absences and lates with a parental or staff note.  
Walk on the left in corridors, queue quietly and sensibly.  
Remain silent during fire or emergency evacuation procedures.  
Report the presence of any unidentified person to a member of staff immediately.

# POSITIVE DISCIPLINE (PD) POLICY

## 1. Introduction

1.1 As a school, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the school and which supports a positive learning environment for all. Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our young people will follow the rules and behave responsibly but there will be a minority who choose not to and some who usually do but, as part of growing up, at times will push the limit. We must always start off from the over-riding premise that: ***We expect good behaviour.***

1.2 The PD system is designed to support our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our school is not dependent on having draconian sanctions but on developing a culture of success and achievement for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students.

**2. Clear rules/clear limits:** It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes but having clear and consistent sanctions for when things go wrong. The PD system provides this structure.

**3. Consistency not confrontation:** How well we all implement the system is crucially important to the success of the system and the school. A confrontational approach with children is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, we must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

**4. Look for the positive:** The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. We want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions.

**5. Consultation and review:** The system has been introduced after consultation with the colleagues in the school and its review is an ongoing process. Individual colleagues may not find every aspect useful but everyone must stick to the system and change only occurs on a holistic basis.

**6. The system in practice:** The system for rewards and sanctions is presented in the visual form of three pyramids which should be displayed in all classrooms. All students are aware of these and the implications for them. **The student planner** is absolutely central to the system and **must be out and open on the desk at the start of every lesson**. It is the form tutor's responsibility to ensure that all students are prepared for learning (in the correct uniform) and have the correct equipment with them: planner, pen, pencil and ruler.

## **7. Rewards**

7.1 All staff have a stamp, which is utilized to recognize/reward positive behaviour and achievement. When awarding a stamp, staff should stamp the top part of the student's planner. Students accumulate House Points in order to achieve personal certificates and to contribute towards the inter-House competition.

7.2 Stamps: Ten stamps = 1 House Point. Stamps must be awarded consistently by staff within the following range:

One stamp for any good answer or positive contribution in class up to a maximum of 10 full House Points for something rare, remarkable and noteworthy. Stamps can and should be awarded out of class where a student is helpful or participates positively in any school activity.

### **7.3 House Points:**

***Form Tutors should award one House Point each week for each of the following (i.e. up to 4 House Points each week if all are achieved):***

- ***clean slate for no negative comments in a week***
- ***100% attendance***
- ***No late marks***
- ***Signed by parents***

**7.4 Certificates: 50 House Points = Bronze; 100 House Points = Silver; 150 House Points = Gold; 200 House Points = Platinum; 250 House Points = Ruby; 300 House Points = Diamond; 400 House Points = Pearl; 500 House Points = Governors' Award**

**7.5 *Students may apply for a house tie once they have achieved a minimum of 500 house points and meet a number of other requirements (see House Tie application form).***

### **7.6 Postcards and Commendations: Awarded termly for excellent effort and personal achievement on the following basis –**

Commendations – to the best 2 or 3 students in each subject class (on a 10% rule). Staff submit recommendations for commendations via SIMS and this is organised centrally. Students with a sufficient number of commendations are invited to attend the annual Celebration Evening. Postcards – to 2/3 runners-up in each subject class. These are organised by Departments or Faculties and are sent home by them.

**7.7 Rewards Assemblies: Usually at the end of each half-term, Rewards Assemblies will be held for each Year Group, organised by the respective Key Stage team.**

7.8 Rewards Trip – Every student who achieves a Silver Award (100 House Points) and who is not Excluded or Isolated for serious poor behaviour (i.e. not Phase 5 or not for lost planner) will be eligible to participate in the annual rewards trip.

7.9 Senior Leadership Team involvement: Students may be referred to the Senior Leadership Team by their Form Tutor in acknowledgement of success.

## **8. Form Tutor Role**

8.1 A part of Form Tutor time will be utilized every week in order that form tutors administer the Positive Discipline system. This will be on a Monday for Years 8 to 11 and on a Tuesday for Year 7. Form tutors are expected to:

- 8.1(a) sign every student's planner from the week preceding and check for parental signature and for quality of use of planner;

8.1(b) award Form Tutor House Points in the negative comment box if the student has met one or more of the weekly conditions set above;

8.1(c) ensure that each student has recorded their House Points and negative comments accumulated in the week preceding. This record will then be submitted to the Behaviour Managers for analysis;

8.1(d) discuss with students their progress that week and provide guidance and support or congratulations, as appropriate.

## **9. Student Planner**

9.1 In order that the system works, it is essential that students have their planner with them at all times:

9.1(a) All subject teachers and form tutors must check that all students have a planner out and open during lessons and registration;

9.1(b) any student that does not should be sent to the respective school office where contact will be made with parents to arrange for the planner to be brought in;

9.1(c) if this can not be done the students will be placed in Isolation for the rest of the day or until the planner is brought in;

9.1(d) this system must be followed by every class teacher who need to ask, at the start of each lesson, for the planners to be out and open on the desk on the right page. If any student does not have their planner they should be removed On-Call;

9.1(e) the senior member of staff attending will follow the procedures above (i.e. parental contact if possible and isolation if not);

9.1(f) if a student claims to have lost their planner, the procedures above should also follow – i.e. parental contact made to collect the £5 payment so that they can be issued with a new planner straightaway;

9.1(g) if parental contact can not be made they will be placed in isolation for the remainder of the day and required to bring in the payment the next day.

9.2 Students can only be in a lesson if they have a proper planner. The only exceptions being when their planner has been collected in by the school as part of its monitoring and evaluation procedures and a planner sheet has been issued; or where the Head of School / Assistant Head of School has deemed that exceptional personal circumstances exist where a planner sheet should be issued for the day.

## **10. Sanctions: Misbehaviour in the classroom:**

10.1 Normal Classroom Management Techniques: For example, use of voice, presence, body language, eye contact, humour, a quiet word.

10.2 Verbal warning: this must be said clearly to the student. Whole classes must never be given a verbal warning;

10.3 First written comment: record brief comment, date and staff initials;

10.4 Second and third written comments: as above. Move student within the room or give them 'cooling off' time if appropriate but never leave students outside the classroom for more than 5 minutes;

10.5 Fourth and final comment: Record 'phase five', and the time sent, in student planner and send to the designated phase five room. The timetable for rooms should be stuck to the teacher's desk. If possible, send the student with work. The teacher sending the student is required to complete a referral sheet to issue a school detention. If the student refuses to go to Phase 5, then an On-Call must be made.

## **11. Equipment and homework:**

11.1 No verbal warning for homework.

11.2.1 Comment straight in planner.

11.2.2 If that same homework is not completed satisfactorily for the next lesson, four negative comments are awarded.

11.3 One warning for equipment per subject for the year, to be recorded in 'Things to Remember' section of planner.

11.4 Following this, negative comment on each subsequent occasion.

## **12. Misbehaviour around school**

12.1 Verbal reprimand where you deem that the student has been forgetful of the school rules. This is not a "Verbal warning" as issued in class but is more like Phase 1 of the in-class pyramid. In other words using normal strategies to correct the misbehaviour.

12.2 Request student planner for negative comment where you deem that a student is deliberately disobeying the school rules (e.g. no excuse for chewing gum or for litter). Also issue a negative comment if students do not correct behaviour following a verbal reprimand or if the response of the student to your verbal reprimand is not sufficiently compliant.

12.3 For other specific instances of misbehaviour please refer to the PD Pyramid for behaviour round the school.

12.4 If student refuses to give their planner over, make it clear that they are now choosing to make this a much more serious offence that will lead to an on-call and them being taken to Isolation, just as it would in a classroom scenario. Give them that chance to reconsider. If the student still refuses, take them to Isolation or call for a senior member of staff. If the student runs off and you don't know their name, then refer to the Duty Team Leader with a description, time and place of the incident so that the student can hopefully be identified. This can best be avoided by always asking for the student's name prior to raising the issue of their behaviour.

## **13. School Detentions**

Detentions will run twice weekly (Tuesday and Wednesday nights) from 3.15pm to 4.15pm in the main School Hall. Detentions will be issued through the Positive Discipline System. Students' planners are stamped to inform parents of the detention, indicating the date that the detention must be served. Alternatively, a letter may be sent home to inform them and reminder lists are also placed in pm registrations. **It is essential that teachers read the notices to the students and** escort the students to detention at the end of period four where requested to do so. School detentions will be supervised by two members of senior or pastoral

staff on a rotation. Four detentions in any one term will lead to the student being placed in Isolation. Pastoral staff may intervene at any point to place a student on a behaviour contract.

#### **14. Contract**

Students who have gone through the system and reached contract will carry a personalised contract with them to each of their lessons and present them to their teacher at the beginning. Contracts are set up by the pastoral team if they deem it necessary. Contracts may be managed by the tutor, or by the Head of School or Assistant Head of School. They will involve parental contact and will focus upon the needs of the student in terms of behaviour modification. These will be targeted and will have a time scale. Teachers should complete these at the end of each lesson and sign them. It is important when completing contracts that the member of staff has read the targets and comments specifically on them. The Head or Assistant Head of School may issue an isolation for failure to follow the contract.

The reports that the students carry as part of the contract will be evaluated by the person managing the contract, with an appropriate response depending upon whether the student has achieved or failed to meet the agreed targets.

#### **15. Isolation**

15.1 Students will be collected in the morning by the pastoral team. Staff running the isolation will ensure appropriate work is set and administer Isolation. Supervision of Isolation is done on a weekly timetable but staff covering Isolation need to be aware of the structure of the day. Students are in Isolation for the whole day but are permitted break and lunch times but these are at different times to the rest of the school:

15.1(a) 10.15– 10.25 (1<sup>st</sup> Break); 11.45-11.55 (2<sup>nd</sup> Break)

15.1(b) 13.30 – 13.55 (Lunch)

15.2 During these times students should be escorted to the toilet and then to the dining hall. They are not permitted to socialise during these times.

15.3 Referrals to Isolation will be made at Phase 6 and hence will only involve the Senior Leadership Team and Heads of Key Stage.

15.4 Rules of Isolation:

15.4(a) students must not communicate with one-another in any way;

15.4(b) students should sit quietly and complete the work set for them.

15.5 Failure to co-operate in Isolation will result in the issuing of a further day. The on-call system should be used for continued uncooperative behaviour within Isolation. It is important that all staff supervising Isolation complete the record sheet with regard to each student.

15.6 Repeated isolation may result in the production of a Pastoral Support Plan and/or lead to a fixed term exclusion.

#### **16. On-Call System**

16.1 This should be used when:

16.1(a) a student is violent or abusive to another student;

16.1(b) any circumstances when a colleague feels threatened by the language or behaviour of a student;

16.1(c) a student has been or is going to cause damage to himself or herself or the school;

16.1(d) if the student has been sent to another room on Phase Five but continues to disrupt teaching and learning;

16.1(e) a student is found to be without a planner in the lesson.

16.1(f) a student refuses to hand over their planner to the member of staff or otherwise refuses a reasonable instruction (for example, refuses to move to another seat in the room on the request of the teacher).

16.2 The person responding to On-Call will employ a number of strategies to deal with the incident depending upon its nature. The outcome may be a period of isolation or it may be appropriate to deal with the issue and return the student to Phase Five. Such decisions will be explained but must be accepted.

16.3 **Remember!** All negative comments that fall below the next level of sanction (i.e. up to 3) will be wiped clean each week.

## **17. Classroom Management Guidelines**

17.1 To support high standards of behaviour and achievement we need to:

17.1(a) be on time;

17.1(b) ensure an orderly entry to the room;

17.1(c) seat boy/girl at KS3 or as appropriate at KS4;

17.1(d) insist on the removal of any outdoor clothing;

17.1(e) expect and insist on silence when you are speaking;

17.1(f) do not allow students to sit on tables, desks or benches;

17.1(g) ask to see notes if students are incorrectly dressed;

17.1(h) never allow chewing or eating in class;

17.1(i) do not ignore bad language or any other form of unacceptable behaviour. To accept is to condone;

17.1(j) always challenge racist, sexist, homophobic or other prejudiced comments or language;

17.1(k) leave the room tidy, including a clean board, at the end of the lesson;

17.1(l) keep your desk tidy. Encourage tidiness. Insist on a clean room;

17.1(m) always ensure homework is recorded in planners;

17.1(n) always follow the PD system;

17.1(o) report graffiti/damage immediately;

18.1(p) expect to be treated with respect and treat the students with respect;

18.1(q) praise good work and behaviour.

## **SERIOUS INCIDENTS**

At any point in the process a serious incident slip can be used for matters requiring urgent action.

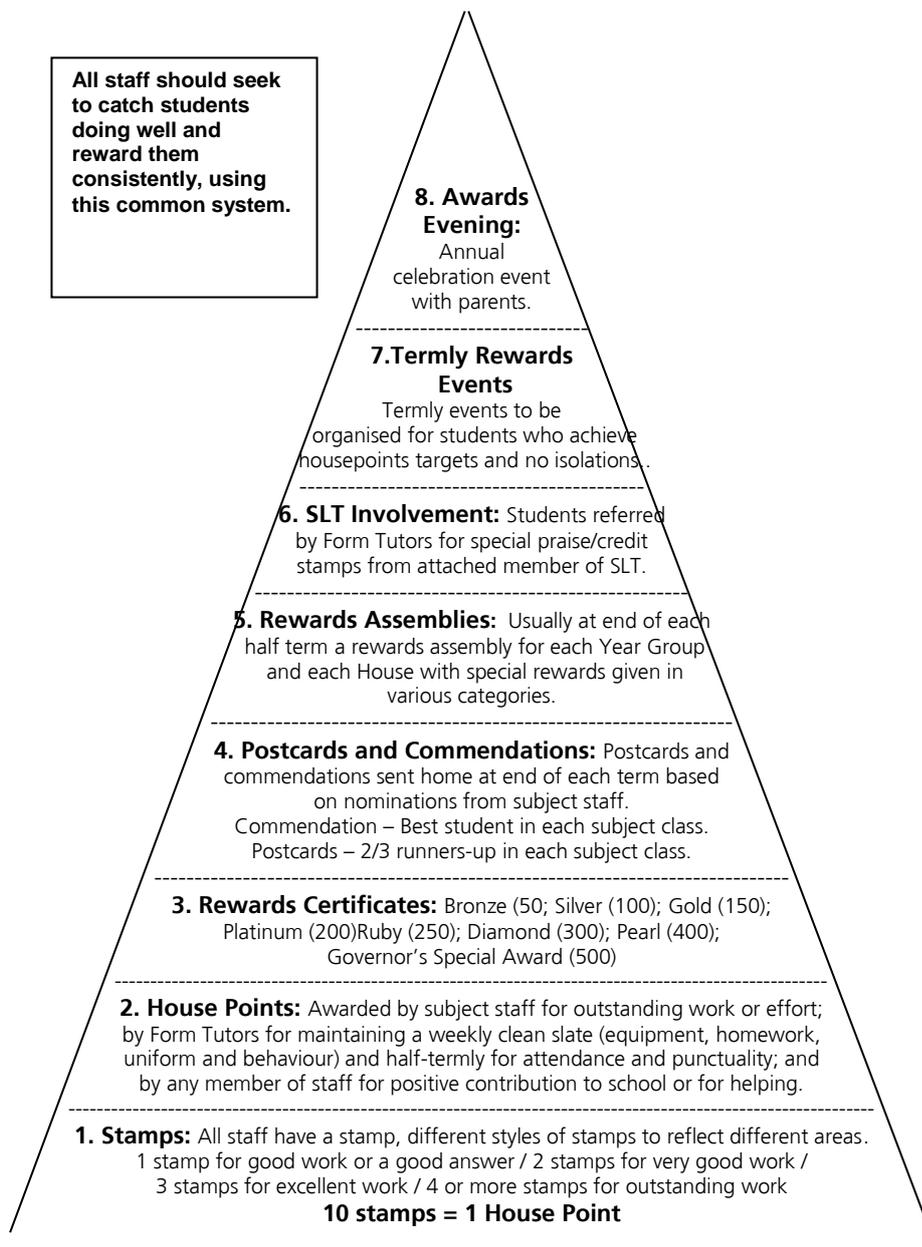
- Any issues to be discussed with the Subject or Faculty Leader - liaise on strategies for dealing with student / situation.
- Serious Incident slips should be sent to the relevant Head of School for appropriate follow up.

## PD PYRAMIDS

The PD system is encapsulated on 3 pyramids which will be displayed in each classroom and in the student planners. These PD pyramids are shown on the following 3 pages:

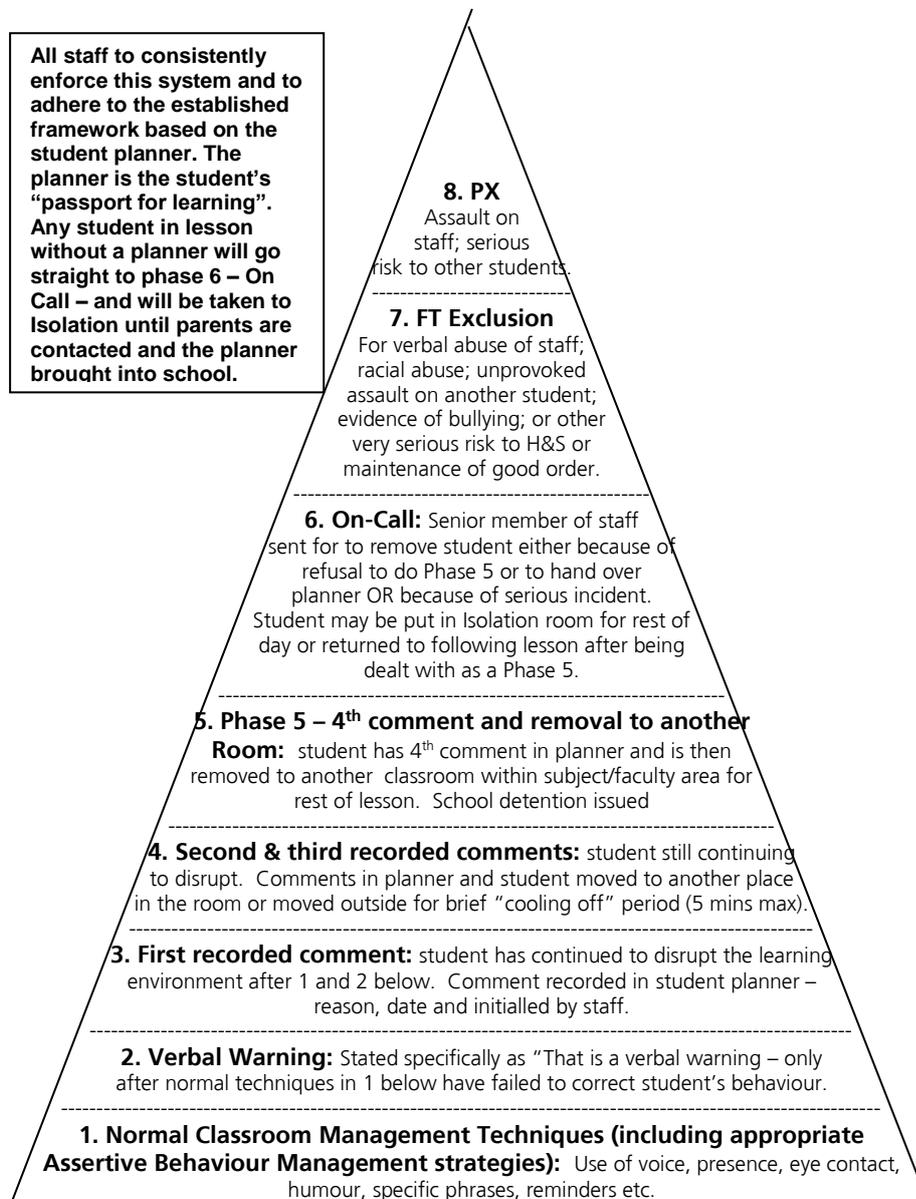
# THE REWARDS SYSTEM

All staff should seek to catch students doing well and reward them consistently, using this common system.



# SANCTIONS FOR POOR BEHAVIOUR IN LESSONS

All staff to consistently enforce this system and to adhere to the established framework based on the student planner. The planner is the student's "passport for learning". Any student in lesson without a planner will go straight to phase 6 – On Call – and will be taken to isolation until parents are contacted and the planner brought into school.



**Homework-1** Comment for failure to complete homework or four comments if previously incomplete homework is still not done for next lesson (N.B This does not contribute to a phase 5 removal)

# SANCTIONS FOR POOR BEHAVIOUR THAT TAKES PLACE AROUND THE SCHOOL:

All staff to consistently enforce this system and to adhere to the established framework based on the student planner. The planner is the student's "passport for learning". Any student in school without a planner will be taken to Isolation until parents are contacted to bring the planner into school. All negative comments that fall below the next level of sanction (i.e. up to 3) will be wiped clean each week.

