

POSITIVE DISCIPLINE PROCEDURES HANDBOOK– CONTENTS

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SECTION I – INTRODUCTION

This documents sets out the framework of the school’s approach to encouraging good behaviour known as ‘Positive Discipline’. It is expected that, particularly over the first year, agreed alterations and modifications will be made. At all times staff will be made fully aware of such changes.

In a sense, the new framework seeks to build upon present good practice whilst addressing identified areas of weakness.

It is genuinely hoped that our new framework for discipline will successfully address or improve a number of areas.

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 much greater understanding of the discipline process of children, parents, teachers;
- 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 no longer have to suffer constant disruption;
- v. Acknowledging that behaviour management is not just the sole responsibility of the Pastoral Team or the management but it is a collective responsibility at all levels;
- vi. Making the school a cleaner place and the students a smarter group of people.

Without doubt, the essential prerequisite for the scheme’s success is a **consistent commitment from all staff** to operating 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 different phases (see pyramids) must be worked through in a logical manner.

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 child's case being viewed in an individual sense (see Behaviour Management Policy). This is the key area of flexibility.

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

At the centre of all that we do from September 2016 onwards will be the **student planner**. Its modus operandi must be understood and followed by all children, all teachers and all parents.

The system must not be allowed to fail. Such failure will be built upon cynicism, professional inertia and apathy and will lead to deterioration in standards of discipline.

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

In terms of establishing a key set of rules for the classroom and around the school, the Pastoral Team recognised the importance of simplicity and flexibility.

SECTION II – CLASSROOM RULES

1. **Arrive on time, fully equipped and ready to work;**
2. **Be orderly at the start of lessons and dismiss in a quiet and orderly fashion;**
3. **Adhere to the seating plan set out by the teacher;**
4. **Do as you are told by staff – first time, every time;**
5. **Listen carefully when the teacher or another student is speaking to the class;**
6. **Do your work well without distracting others;**
7. **Speak to staff in a respectful and polite manner and only use their last name with Miss or Mr.**

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 disruption of going out of class to lockers.

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

Rule 3: ‘Adhere to the seating plan’

The teacher is in charge of the classroom and they arrange seating to facilitate differentiation and good classroom management.

Rule 4: ‘Do as you are told by staff – first time, every time’

In short, we want all students to do as they are told, so as to avoid confrontation and therefore disruption of the lesson.

Rule 6: ‘Speak to staff in a respectful and polite manner and only use their last name with Miss or Mr.’

We want children to learn the art of manners and civilised behaviour to prepare them for the workplace. Students must realise that the staff are not their equivalents or their friends and they need to show them respect. Staff will also be called by their last name only.

SECTION III – AROUND SCHOOL RULES

1. Be polite and respect the feelings of others;
2. Do as you are told by staff – first time, every time;
3. School opens at 8.00 a.m.: students should be at their form room and ready for morning registration at 8.05 a.m. (for afternoon registration at 2.10 p.m.);
4. Be punctual to all lessons. You must leave the outside areas as soon as the teacher on duty blows the whistle;
5. Wear your school uniform correctly at all times;
6. Eat and drink in the right place at the right time i.e. not in classrooms or corridors and stairs;
7. Look after property and put litter in bins;
8. Walk around the building quietly and on the left, and follow the only down system on the spiral stairs;
9. Always obey the rules relating to out of bounds areas;
10. The school is a non-smoking and non-vaping site;
11. Any property which is not allowed in school will be confiscated (see Behaviour Management policy).

SECTION IV – REWARDS

We already have a clear rewards system in place, which is now in the form of a pyramid. This should be respected by and used by all staff. At present, it is inequitable in terms of staff usage. Furthermore, the older students receive far fewer rewards (see Rewards Policy).

ONGOING MERIT REWARD SYSTEM

ONGOING CERTIFICATES (Special Commendation/GCSE Awards/AS/A Level Awards)

HEAD TEACHER'S AWARD

THE MAJOR AWARD CEREMONIES

SECTION V – SANCTIONS FOR CLASSROOM-BASED MISDEMEANOURS

In terms of classroom based sanctions eight 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. The intention of the policy at all times 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 school can no longer tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work in 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

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) And 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.

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 whereupon their name will be written on the Board and consequences explained to them. Staff members need to keep a brief record in their own file of the nature of the misdemeanour.

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.

PHASE FOUR – STUDENT MOVED WITHIN SUBJECT AREA

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.

Each curriculum area 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 small, 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 ‘hot spot’ 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. If this is not possible, the debriefing should take place at the earliest practical opportunity.

The two members of staff should liaise with the Head of Department to arrange for the debriefing. As well as the child being appropriately castigated an appropriate comment should be placed in the Student Planner and signed by the class teacher and or HoD.

Automatically, the student will receive a School Detention. As a matter of policy the Head of year or Key Stage will be advised. Parents will be contacted through the detention communication form.

Should a student not surpass Phase Four of the in-class sanctions in any single half term, sanctions will not be carried forward in the school year, and any additional reprimand in the new half term shall once again commence from Phase One.

PHASE FIVE – PARENTS INFORMED

Should the situation not have improved following Phase Four, and the student is referred a second time, parents will be informed of the seriousness of the situation and invited in for a meeting with the Head of Key Stage/Head of Year. Moreover, the student will be given a second detention to be held by the Pastoral Deputy.

PHASE SIX – INTERNAL EXCLUSION

INTERNAL EXCLUSION is an extremely serious sanction. The offending pupil will be required to work in isolation from his/her peers. Work for the day will be provided by the relevant teachers via the Head of Key Stage/Year, and the Isolation Room will be monitored by the administration staff.

Students will be 'isolated' in the fullest sense of the word. A shorter break will be taken at a different time to the rest of the school 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 8.05 a.m. to 2.25 p.m. All students who are placed in EXCLUSION must bring their set books and equipment for that day.

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

A student who is absent during the course of an EXCLUSION 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 EXCLUSION 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 rejoin mainstream classes, though a record of the period of EXCLUSION will be kept in the child's personal file.

Internal exclusion, as 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 misbehave will work through two further periods of two and three days.

Following a period of internal exclusion there will be an increased level of counselling as per the below parameters:

- 1 day isolation: counselling by Head of Key Stage/Year
- 2 day Isolation: counselling by Pastoral Deputy
- 3 day Isolation: counselling by School Counsellor

Whenever possible, the student's Form Tutor should be present.

PHASE SEVEN – CONTRACT MEETING

Should a student – having served his/her internal exclusion – once again receive a referral, said student will be placed on CONTRACT. There will be a meeting with the Pastoral Deputy and possibly the Headteacher.

The first time the CONTRACT is broken the student will serve one day's EXCLUSION. Should the CONTRACT be broken two times, a three-day EXCLUSION will be sanctioned, and if broken on three occasions, the pupil will serve a five-day exclusion.

Students will remain on contract for a period of seven weeks. Each time the CONTRACT is broken the seven-week period begins again.

Students on CONTRACT will have a red CONTRACT stamp placed in the weekly section of their Student Planner by an appropriate member of the Pastoral Team. 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.

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

PHASE EIGHT – 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 EIGHT.

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 on an agreed contract for the remainder of the half term (or at least six weeks).

SECTION VI – SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL

As outlined in the second 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 planer.

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

PHASE ONE

From September 2016, the following system in terms of sanctioning students around school will be used. In general, in addressing behaviour around the school, 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 give a VERBAL WARNING and explain the consequences of further misconduct.

PHASE TWO

If the same student is identified by a member of staff repeating the poor behaviour displayed in Phase One – or any of the following violations: swearing in the presence of staff, or use of mobile phone – they will be issued with a TICKET, which will be placed in the register.

Form Tutors should record the issuance of the TICKET in the pupil's student planner, to maintain communication with parents as to the situation at hand.

PHASE THREE

Through the monitoring of planners each week, Form Tutors should keep a record of such tickets received by each student and, should a student acquire three such tickets, disciplinary action will automatically move into Phase Three, in which case the student will attend a School Detention as appropriate.

If a student is caught playing truant, smoking, fighting, swearing at a teacher, or refusing to obey staff, said student will automatically be placed in School Detention, regardless of the number of tickets received thus far.

Should a student not progress further than Phase Three, then these disciplinary phases will not be carried through into a new half term.

PHASE FOUR

Repeat of poor behaviour from Phase Three, or unacceptable behaviour in detention, defiance, abuse of staff, theft, setting off the fire alarm, criminal damage, unruly behaviour around school, and bullying will result in INTERNAL EXCLUSION (see above).

PHASE FIVE

Persistent misbehaviour will result in the student being placed on CONTRACT (see In Class Sanctions).

PHASE SIX

Continuous poor behaviour or an unprovoked attack will result in EXTERNAL EXCLUSION.

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

Form Tutor Monitoring

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 free from graffiti and is being kept in a tidy manner;
- ii. That 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);
- 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. That the school planner is being used as an effective communication tool between the Form Tutor and parents concerning appropriate school-based issues;
- vi. And that the awarding of Merits or official sanctions is being adequately monitored.

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

SECTION VIII – THE CONTENTS OF THE STUDENT PLANNER

No personalising of the student planner will be allowed. 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 an exercise book.

Lost student planners will need to be immediately replaced at a cost of 20 euro.

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 their Head of Year.

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 School Detention.

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

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