



# Positive Discipline (PD)

**Date of Review:** March 2019  
**Approved by:** Trust Board  
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## SECTION I - INTRODUCTION

This document sets out the framework of the school's approach to encouraging outstanding behaviour known as 'Positive Discipline'. It is expected that agreed alterations and modifications will be made. At all times staff will be made fully aware of such changes.

In a sense the 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 and governors;
  - iii. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- i. 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;
  - ii. making the school a cleaner place.

Without doubt, the essential prerequisite for the scheme's success is a 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. ISWs 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 seven phases should be worked through in a logical manner, unless an incident, merits an escalation of sanction, at the discretion of the Head of School. Departmental approaches to phase four should be planned and documented by each curriculum area.

If the system is to be successful, the following must be understood by all concerned:

- The expectations of behaviour set out with this PD policy apply to all students;
- Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file, pupil profile or EHCP;
- When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. 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 on an individual basis. This is the key area of flexibility.

Where a child or young person is covered by SEN and disability legislation, and a **sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student** as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

Members of staff who 'opt out' of the agreed framework should be prepared to face the consequences. This **may** include admonishment from a senior member of staff, **following coaching and support to improve practice.**

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

At the centre of all that we do is 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 team-work in its truest sense there is no doubt that we can make this system work for us.

## **SECTION II - CLASSROOM RULES**

The final draft of our **Classroom Rules** are outlined below:

- **Arrive on time, fully equipped and ready to work for each lesson.**

- **10 second protocol to silently prepare for work.**
- **Do as you are told by all staff – first time, every time.**
- **Listen carefully when the teacher or another person is talking.**
- **Put your hand up and wait for permission to speak.**
- **Always try your best without disturbing others.**
- **Stand in silence at the end of lessons until you are dismissed.**
- **Always do your homework to your highest standard 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’**

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 badgering of the member of staff.

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

**Rule 3: ‘Do as you are told by staff – first time, every time’**

Without doubt, this rule prompted the most discussion and debate within the staff body as a whole. Though a number of alternative approaches were suggested the group felt that the idea of following staff instructions was so important that the wording of the rule had to be 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’**

The group and indeed the staff body in general recognised the importance of maintaining the tradition of having students putting up hands in order to contribute in discussion. 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 session.

## **SECTION III – AROUND SCHOOL RULES**

- **Be polite and show respect for other people.**
- **Do as you are told by all staff – first time, every time.**
- **Wear your school uniform correctly at all times.**
- **This is your school, look after it. Look after property and put all litter in bins.**
- **Eat and drink in the right place at the right time.**
- **Walk around the school sensibly & quietly and keep to the left.**
- **School opens at 8.00am; be in your form room and ready for morning registration at 8.25am. School closes at 2.30pm; after 2.30pm no pupil should be on site without staff permission.**

**Rule 5: ‘Eat and drink in the right place at the right time’**

Students will need to have guidelines regarding eating in school explained to them.

## **SECTION IV – REWARDS**

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

### **ONGOING DEPARTMENTAL REWARD SYSTEM**

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.

Curriculum Areas will have selected a stamp to be used by all departmental 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 in all its many guises is noted.

A clean slate in terms of no negative comments will be rewarded with 5 x Form Tutor Stamp each week, alongside a further 5 x Form Tutor stamps for 100% attendance each week. (maximum 10 x form tutor stamps per week).

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, the Stamp will be used to reward 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 extra-curricular 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 Reward Trips etc.

Every 2 weeks' pastoral teams will conduct targeted rewards assemblies and additional stamps will be awarded.

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

### **ONGOING CERTIFICATES**

From June 2019 the Certificate levels for Stamps will be the following:

Bronze	500
Silver	1000 and Home Contacted;
Gold	1500 and Home Contacted;
Platinum	2000 SLT call home;
Diamond	2500 SLT call home;
	3000 – Headteacher’s Award phone call home;
	3500 – 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 their 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 direct 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 quite 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.

Postcards will also be sent home to recognise outstanding attendance.

### **LEADERSHIP TEAM INVOLVEMENT**

Senior Staff will provide a high presence across all year groups during PD lessons. An identified member of the Leadership Team members will operate from their own office and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. It is anticipated that no more than three students from a form group will be referred to the LT member within one lesson. Members of the Leadership Team will visit year groups during the PD sessions and will award a Leadership Team Special Stamp. Students who are working exceptionally well will be referred on to the Headteacher in order to receive the Headteacher’s Special Stamp.

### **THE MAJOR AWARD CEREMONIES**

This will be held centrally as a multi academy trust event annually.

Much of the detail concerned with the main awards ceremonies is included at the top of the pyramid structure.

## **SECTION V – SANCTIONS 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, 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. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of staff must seek to operate within the framework and apply the principles set out in Section 1, particularly those dealing with a student's individual needs. We as an academy can no longer tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work 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.'**

'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 (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 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) 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. VERBAL WARNING should be recorded on the corner of the whiteboard either with the student's initials or full name, or by the placing of the student planner on the member of staff desk, so they are fully aware they are on a VERBAL WARNING.

### **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. 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 file of the nature of misdemeanour. Students will move straight into PHASE TWO for lateness, homework, coursework and equipment misdemeanours.

Students could move into PHASE TWO 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 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. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

### **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.

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

Each curriculum area (or group of areas) 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 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 professional manner.*** The referred student will bring work with them and will work in silence in an appropriate part of the 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 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 appropriate School Office will be advised. Parents will be contacted through the detention communication form which is in the planner.

When a student is given a third Detention parents will be informed of the seriousness of the situation and the consequence of a fourth and fifth School Detention being received.

When a fifth School detention within a half term and every subsequent five detentions within this timeframe, is given to any child, that child will automatically move into PHASE SIX.

On call will continue to run and any student refusing to go to the departmental link will be referred to on call. This will be seen as defiance and the student will be placed in isolation. Any student misbehaving in a Phase Four room will be **placed in isolation.**

### **PHASE FIVE – HEADTEACHERS' DETENTION**

A Headteachers' detention will be issued in the following circumstances:

1. A student receives 8 comments in a week.
2. A student fails to attend an academy detention.
3. Failure to attend a head teacher detention, will result in isolation and a headteachers detention.

Headteachers detentions are an escalation of sanction and as a result last for 2 hours from 2.30pm until 4.30pm. It is the responsibility of the student to manage their behaviour to avoid escalating their sanctions to a headteachers detention.

#### **Example**

If a student reaches the maximum number of written comments allowed each week they will move onto a Headteachers detention. If the student receives an additional 4 comments (12 in total) the student will be placed in isolation. If they complete isolation and return back to their mainstream education in the same week, following this if they receive a further 2 comments (14 for the week) the student will be placed in isolation for the period of time to be served on the isolation escalation scale.



## **PHASE SIX – 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 members of the pastoral team and members of the Leadership Team.

A video camera will be in operation at all times when installed at the school, supervision at break will be shared between the teachers who have supervised periods 3 and 4, and lunchtime supervision will be incorporated into the existing lunch-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.

The duration of the day in the Isolation Room will be from 8.25 am to 3.30 pm.

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

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 noticing 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 further periods of two, 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 Head of Year.
- (3-day Isolation) counselling by Leadership Link.
- (4-day Isolation) counselling by SLT Lead for Positive Discipline

Whenever possible, Form Tutor to be present.

## **PHASE SEVEN – CONTRACT MEETING**

Students will be placed on CONTRACT once the final four-day period of ISOLATION has been served.

Each time the CONTRACT is broken the student will serve one day's ISOLATION. Once the CONTRACT has been broken on the **fifth** occasion, and any subsequent breaks, the

student will be expelled from school for a fixed term period. These will be **1, 2, 3, 5, 10, 11, 12** day expulsions until 15 clear days have passed.

Students will remain on contract until they have completed 15 clear days without breaking their contract.

Students on CONTRACT will have a red CONTRACT stamp placed in the weekly section of their Student Planner. This will be done by the appropriate member of the pastoral staff. 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 students will be given a 'clean slate' at the beginning of each academic year.

### **PHASE EIGHT – FIXED TERM AND PERMANENT EXPULSION**

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 expulsion is entirely in the hands of the Executive Headteacher or Head of School and Governing Body. Expulsions normally operate on a tiered process following a system that leads through **1 day, 2 days, 3 days, 5 days, 10 days, 11 days and finally 12 days**. There may be occasions where the Headteacher will use their professional judgement to not follow the tiered process when the behaviour presented by a student warrants a higher level of expulsion; these expulsions will be reviewed in line with similar incidents across the RMAT to ensure consistency. Following an expulsion that has been given outside the tiered process, the student will revert to following the tiered system for subsequent expulsions.

On the fourth occasion that a student reaches Phase 8, at the discretion of the Executive Headteacher or Head of School, placement at an alternative school a period of time, will be put in place to support the student. Should the students subsequently reach phase 8, they would receive an exclusion. For subsequent occasions that the student reaches phase 8, this alternating use of alternative school placement and expulsion would be implemented.

On re-entry to school after a period of fixed term expulsion a student will be automatically placed in isolation unless they have completed the required hours on Ed Lounge and the behaviour repair work for **a FTE of 5 days or more**

Prior to making any decision on fixed term or permanent exclusion, the Headteacher will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

### **SECTION VI – SANCTIONS FOR MISDEMEANOURS COMMITTED AROUND SCHOOL**

As outlined in the third 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 Planner.

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

Staff are reminded that the principles in section 1 continue to apply in relation to the imposition of sanctions for non-classroom misdemeanours.

## **LEVEL ONE**

From September 08 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 into LEVEL TWO 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.

## **LEVELS THREE, FOUR & FIVE, SIX**

These will operate in exactly the same way as PHASES 5, 6 and 7 of the 'Sanctions for Classroom-based Misdemeanours'.

## **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 to 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

Within school 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. in order to communicate as Form Tutor to parents upon any school based issue which they feel would be best communicated through the Student Planner;
- vi. in order to monitor the awarding of STAMPS or official sanctions.

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

### The Positive Discipline Lesson

- (i) Formal guidelines for the structure and content of Positive Discipline lessons will be issued.
- (ii) A timetable for PD 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 PD lesson
- Students should be sent individually and must always carry their Student Planner
- Students should be sent for any of the following reasons:
  - (i) they have successfully achieved a certificate level
  - (ii) they have established six or more weeks of consecutive 'clean slates'
  - (iii) they have performed outstandingly in any way in which the Form Tutor feels needs to be brought to the attention of the Link.
  - (iv) there is clear evidence of under-performance

- Over the course of the year all students should be seen by the Key Stage 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 VIII – 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 be carried in the student's bag not in a jacket pocket. 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.

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 Student Services Office.

It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on two occasions within a term will automatically serve a one-day period of ISOLATION. Students may borrow a temporary planner once each term. Pastoral staff will endeavour to get parents/ carers to bring the planner into school so the student can re-join mainstream lessons.

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

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

## **SECTION IX – PROTOCOLS**

- I The ten 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.
- ii With regard to students who are not doing as they are told , in order to clarify what is defiance we enunciate the words “ you have ten seconds to do as you are told and if you do not it is Isolation.
- iii Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the academy day until the end of the day, this includes if in a period 7. Specific start times will be unique to each individual

academy within the group. Any mobile phone/smart watch that is seen during this time either being used or not will be confiscated. Confiscated mobile phones/smart watches will be held by the Headteacher and returned at 2.30 on the following Friday.

- iv During registration any student who does not have their planner or does not have the correct uniform should be referred to a membership of the Leadership Team via the On Call system.