



Hornsea Burton and Skipsea Primary Schools

Positive Discipline

Policy

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Section 1: Positive Discipline (PD)

At Hornsea Burton and Skipsea Primary Schools the Positive Discipline (PD) structure continues to be centred on four very simple concepts:

1. that all young people enjoy being recognised and positively rewarded for their effort
2. that most young people need clear guidelines in terms of what constitutes good behaviour
3. that the response of school to a positive attitude to learning and misdemeanours need to be consistent and explicit across the school
4. that effective communication between teachers, parents/carers and pupils is essential

The aims of the policy are:

- to create a respectful school culture through social emotional learning and teaching communication, cooperation, problem-solving, and self-regulatory skills
- to promote high levels of pupil engagement with all aspects of their learning and to minimise incidents of low level disruption
- to ensure that the efforts of all our pupils are regularly and consistently recognised through praise and rewards
- to allow pupils to take responsibility for their behaviour, both in lessons and around the schools site, so that the pupils, staff and visitors enjoy a purposeful, calm and welcoming environment
- to empower teachers with skills to build their pupils' sense of community, prepare them with successful living, and increase academic achievement.

Successful and effective maintenance of PD requires and is founded upon a consistent commitment from all staff to operate within the agreed framework, this is non-negotiable. The aspiration and school approach is based upon the assumption that positive reinforcement in the form of rewards / incentives / praise and recognition will promote and facilitate positive engagement with learning and contribute significantly to maximising pupil academic progress. Where necessary, the clearly outlined system of Written Warnings and sanctions provides the structure for supporting and addressing instances of unacceptable and disruptive behaviour in and out of the classroom that has a negative impact upon learning and the school community.

All school staff will look to recognise, praise and reward pupils as opportunities arise. Reward Stamps are used to recognise positive behaviour and commitment in and out of the classroom for academic and personal achievement and contribution to the school community.

Consistent application across school by all staff of the key principles of PD is fundamental to the successful operation of the system. This is equally important in terms of both Reward Stamps and Written Warnings. PD allows for a 'graduated response' that affords the opportunity for de-escalation and individual management of issues arising. Pupils at all points have the opportunity to make 'positive' choices and minimise sanctions.

PD is intended to provide a clearly outlined process that staff are expected to follow and behaviour support initiatives should not be introduced outside of the PD structure. Staff and

pupils benefit from the transparency and clear expectations of PD in terms of both Rewards and Sanctions.

Members of staff who 'opt out' of the agreed policy should be prepared to be challenged by a senior member of staff.

The policy should not be draconian and inappropriately rigid. Consistency and flexibility need to operate in balance but flexibility should not be confused with a lack of challenge and commitment.

Section 2: Expectations

There are 3 school rules which encapsulate the ethos and behaviours to be demonstrated by all Hornsea Burton and Skipsea Primary School pupils, and staff.

Classroom Rules

- Be kind
- Be safe
- Be the best you can be

All teaching staff will strive to create a positive climate for learning by ensuring:

- Lessons are well planned, prepared and resourced
- Expectations laid out in this policy are adhered to in all lessons
- The school expectations and rules are modelled frequently by teachers and support staff
- Any failure to meet expectations is addressed assertively, consistently and fairly as set out in the PD Policy

Section 3: Rewards

Pupil achievement, effort and behaviour will be recognised and celebrated in the following ways:

- Reward Trips
- Treat days
- Celebration Assemblies
- Books
- PD reward shop purchases
- Attendance draws
- Certificates
- Stickers
- Achievement stamps
- Praise and encouragement

Celebration Assemblies

The Head teacher will call an assembly to celebrate the efforts, improvements and achievements of students. All nominees will receive recognition a number of ways which may include, a prize, a certificate or a letter home.

Messages Home

Contact will be made with home to recognise sustained hard work over a number of lessons. It may be for a significant contribution to the school, or work that is really out of the ordinary. Postcards can also be sent home to communicate achievements.

Reward Trip & Treat Days

Students who earn over a specified threshold will be given consideration about the eligibility to participate in reward trips or treat days. This threshold will be clearly communicated prior to the planning of the trip/day so that students have an understanding of the stamps required and/or consequence of written warnings on their inclusion in the activity. Classroom teachers and leadership team members organising the trip or day may stipulate their own additional specific criteria for eligibility, as necessary for the specific trip/day risk assessments.

Reward Stamps

Pupils will regularly receive stamps, which they can save up and spend in the school PD shop. The PD shop will be open at the end of each half term for pupils to claim their chosen reward. The awarding of stamps will be recorded in the Pupil Planner.

The awarding of stamps by staff gives immediate positive feedback to pupils and is also intended to be both simple and time efficient. Stamps can be awarded both within and outside the classroom and awarded by all staff. Stamps can be freely given by staff but there should be a maximum of three per hour lesson.

Stamps are not given for meeting basic expectations e.g. having the right equipment.

Praise and Encouragement

Teachers and other staff who work with pupils will always look to give praise and encouragement when pupils put in lots of effort, produce their best work, make good progress, represent the school and help others. This is recognised as an intrinsic and expected element of effective teaching, supporting the motivation and self-esteem of all pupils

Reward Certificates recognising Achievement

There are four levels of certificates which will be awarded:

- Most stamps in the class each week
- Class Certificate: 500 stamps
- Outstanding Certificate: 1000 stamps
- Headteacher Certificate: 2000 stamps

4. Written Warnings

The following codes will be used when a Written Warning is recorded in the pupil planner.

- P Forgiven planner
- D Disrupting others
- R Disrespect
- O Off task behaviour
- E Damaging Property
- F Refusals
- P Playtime behaviour
- L Lack of effort
- W Hurtful words

5. Sanctions and Stages of Behaviour Intervention

When a particular misdemeanour takes place an identified sanction or range of sanctions will follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency that underpins an honest, fair and transparent approach for all concerned. .

In terms of sanctions there are 8 stages. It is hoped that the vast majority of pupils will simply choose to spend their time operating within the rewards framework.

Stage	Sanction
1	Verbal Warning
2	1 st Written Warning
3	2 nd Written Warning
4	Red Card – Pupil removed from classroom and miss a playtime
5	Contact Parents
6	Isolation
7	Exclusion (Fixed Term and Permanent)

It is also expected that, of the pupils whose performances are deemed to be unsatisfactory, only a small minority will move beyond Stage 3. Depending upon the behaviour, parents could be contacted at any stage.

It is essential that all pupils, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to minimise low level disruption and unacceptable behaviour and to encourage each pupil to have a positive attitude to learning and to respect the needs of everyone in the classroom.

Each member of staff is expected to operate within the framework utilising a logical and well-planned structure.

Additionally, when pupils 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.

However, pupils should not be removed from the classroom for trivial reasons and the graduated framework must be followed with clear explanations to the pupil why certain stages are being used.

Where appropriate and parallel to the PD system, pupils generating significant ongoing concerns in terms of non-compliant behaviour that impacts negatively upon the learning of others and school community will be placed on the formal 'Behaviour Support Plan'.

Stage 1 – Verbal Warning

After settling to work.

It is anticipated that many pupils will receive the occasional Verbal Warning. Hopefully, as pupils mature and become more self-disciplined the great majority of pupil/teacher contact will be positive and enthusiastic. Pupils should become accustomed to operating within prescribed lesson routines.

The Verbal Warning, though not recorded, has two clear purposes:

- i. to indicate to pupils that they have done or are doing something which is unacceptable;
- ii. to form a link to the more serious Stage 2 – 2nd Written Warning if it is required.

It goes without saying that pupils 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 could be acknowledged by putting the planner on the desk**, so they are fully aware they are on a Verbal Warning.

Stage 2 – First Written Warning and Second Verbal Warning

A pupil who continues to behave unacceptably despite being given a Verbal Warning will move into STAGE TWO and receive a Second Warning. This must be recorded in the appropriate page of the Pupil Planner with the appropriate code and a brief comment if desired followed by staff initials. Staff need also to keep a brief record in their own file of the nature of misdemeanour.

Pupils could move into STAGE 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.

Stage 3 – Second Written Warning and Pupil Moved Within the Classroom (where possible)

Occasionally, pupils will continue to behave in an unsatisfactory manner despite **receiving both a Verbal and a Written Warning**. Such behaviour will result in the pupil moving into Stage 3. The onus is on the class teacher trying to retain control of his/her own teaching groups. Pupils will be moved to another area of the room as the first part of the sanction. A further written warning from the teacher must be placed in the pupil's planner.

The first three stages are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the pupil within the classroom to prevent further escalation.

The second Written Warning should be noted in the Planner.

Second Written Warning triggering 'miss playtime' – if the x2 Written Warnings are received in a lesson then this automatically generates a 'miss playtime'.

In addition to the Planner, staff need to record this by going on to pupil profile on SIMS, add behaviour incident, click drop down on 2nd Written Warning in 1 lesson and add / save.

Stage 4 – RED Card / removal from class - Pupil Moved Within Subject Area/Faculty Removal

At this point the classroom teacher would come to the decision that a pupil 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 pupil behaves in such an unacceptable 'one off' way that the teacher chooses to move straight to Stage 4. Though there is always the possibility of this occurring, the importance of working through the stages in a cumulative manner whenever possible must be emphasised.

A pupil who has entered Stage 4 is likely to have caused considerable disruption and inconvenience. The referred pupil will bring work with them and will work in silence in an appropriate part of the room. When referring a pupil to another teacher it is the original teacher's responsibility to ensure that the pupil has sufficient work to do.

In the event of a pupil reaching this level of intervention and requiring removal from lesson, the teacher should share information with a member of SLT to allow consideration of the

situation and development of a planned response. Pupils who have been removed from lesson can have a Restorative meeting.

RED CARD

Any pupil refusing to go to the departmental removal will be 'Red Carded' This will be seen as defiance and the pupil will be placed in an appropriate setting for the remainder of the lesson. Staff need to log Red Card under pupil Behaviour Profile on SIMS, staff member to make call / email home to inform about Red Card Incident.

Stage 5 – Contact Parents

Contact home will be made by the class teacher or a member of the SLT
It will be recorded on CPOMs
Follow up will be agreed and recorded on CPOMs.

Stage 7 – Half Day Isolation

Isolation is an extremely serious sanction. Expectations and requirements of pupils when in Isolation are explicit and clearly outlined. This will be monitored by the Headteacher. Pupils working in Isolation will place their planner on the desk. Each hour work will be provided. Pupils will get either a stamp for completing the work or a WW for no work (IW).

Standard PD expectations apply when in Isolations. It must be stressed that the sanction of Isolation, 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.**

Stage Seven – Exclusion – Fixed Term and Permanent (Fixed Term Exclusion and Permanent Exclusion)

Pupils who commit a particularly serious misdemeanour or persistently fail their targets on an PSP can expect to receive a more serious sanction of, depending upon the circumstances, either fixed-term or consideration of a permanent exclusion.

On re-entry to school after a period of fixed term exclusion, there will be a reintegration meeting involving the pupil, parents / carers and a senior member of school staff.

Section 6: Behaviour Tariff –

Behaviour(s) leading to Loss of Playtime/ Contact home/Isolation/Exclusion

If at any time a member of staff considers a pupil to have chosen to behave in an inappropriate way around school (in or out of class) they should, as a minimum, give a Written Warning with the appropriate code in the Pupil Planner for the respective week.

Professional judgement and to an extent common sense needs to be applied when dealing with pupils not following staff instructions. It might be that the incident is so minor that the member of staff concerned simply uses a Verbal Warning or makes a written comment in the appropriate section of the Pupil Planner. Reasonable adjustments will also be given consideration as and when appropriate.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the leadership team, decides that a more severe sanction is required.

The following graduated sanctions around the school will be applied in response to identified behaviour triggers:

Sanction	Reason
Miss playtime	Pupils will miss playtime for:
	<ul style="list-style-type: none"> • 2nd warning in one lesson • 3 written warnings in one week
Half a day Isolation	Pupils will be isolated for:
	<ul style="list-style-type: none"> • Repeated failure to meet expectations • Verbal abuse of staff • Fighting • Red card (depending on behaviour)
Contact parents	Parents will be contacted in the following circumstances:
	<ul style="list-style-type: none"> • Pupil failure to meet behaviour expectations • Bullying • Fighting • 3 written warnings in a week (see miss playtime) • Verbal abuse of staff • Red card (depending on behaviour) <p>Parents will also be contacted in individual arising situations where one-off instances of pupil behaviour are beyond that covered under the PD system and pose the risk of harm to themselves or others. (see below)</p>
Exclusion	Pupils will be excluded for:
	<ul style="list-style-type: none"> • Persistent refusal to meet or follow behaviour expectations • Actions which endanger others • Vandalism • Racial, homophobic, sexist abuse • Actual or threatened violence • Serious one-off incidents.

Section 7: The Use of the Pupil Planner

Pupils are expected and must have their Planner with them at all times. Sanctions will be applied to pupils defacing the Planner so as to compromise the recoding of PD data.

Central to the success of PD is the Pupil Planner. This forms the centre of communication between school and parents/carers and provides immediate feedback on a pupil's attitude to learning. The Pupil Planner forms the basis for recording all PD data – Reward Stamps and Written Warnings.

At the beginning of every lesson, pupils will take out their Pupil Planners.

Section 8: Monitoring of Pupil Planner

Pupil Self-Monitoring

It is important that pupils have the opportunity to monitor their own performance throughout the week. It is, therefore, essential that a regular amount of time is given each week to allow pupils to reflect upon their performance in school with assistance from their tutor.

Parental Monitoring

Parents and guardians will also have a key role in monitoring their child's planner. It is expected that parents will encourage their child to keep the planner clean and up to date, support the habit of reading at home.