Whittington Green School

Dream Reach Achieve

Positive Support Programme (PSP)

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Positive Support Programme

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SECTION 1 INTRODUCTION

This document sets out the framework for the school's approach to encouraging effective learner and teacher behaviours known as 'Positive Support'

Without doubt, the essential prerequisite for the scheme's success is a constant, calm, 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. Support and administrative 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.

- 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 a 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 student's case being viewed in an individual sense.
  This is the key area of flexibility.

At the centre of all that we do is the student planner and the standard operating procedure. It is absolutely essential it is understood and followed by all students, all teachers and all parents.

Form tutors should check each morning that every student in their form group has their planner. If they do not have their planner the student should be sent immediately to student support to collect a 'one day planner'. The consequence for not having their planner is an after school detention. This will be issued by the pastoral team.

Staff should meet at greet student at the classroom door, asking them to show their planner upon entry. Students should then place their planner, open at the correct week, on their desk and leave it there all lesson.

If a student loses their planner then they must purchase a new one.

SECTION 2 CLASSROOM RULES

Our classroom rules are outlined below:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. Do as you are told by all staff – first time, every time.
3. Listen carefully when the teacher or another person is talking.
4. Put your hand up and wait for permission to speak.
5. Always try your best without disturbing others.
6. Stand in silence at the end of lessons until you are dismissed.
7. Always do your homework properly and hand it in on time.

SECTION 3 AROUND SCHOOL RULES

1. Be polite and show respect for other people.
2. Do as you are told by all staff – first time, every time.
3. Wear your school uniform correctly at all times.
4. This is your school, look after it. Look after property and put all litter in bins.
5. Eat and drink in the right places at the right time.
6. Walk around the school sensibly and quietly.
7. Be at your room and ready for morning registration at 8.40am. School closes at 3:00pm – no student should be on site without staff permission.

SECTION 4 REWARDS

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

Curriculum Area Reward System

Curriculum areas can still continue with their own system for rewarding students in addition to the whole school approach – but should not be used instead. Simply, if as a department you send home 'postcards or praise' or similar then this can continue, but Positive stamps in planners must also be given.

Pastoral Reward System

The pastoral team can still continue with their own system for rewarding students in addition to the whole school approach – but should not be used instead. Phone calls home can be made at any time in addition to the ones outlined by the Positive Support Programme.

Positive Stamps

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 occurs; in all its many forms

- A clean slate in terms of negative comments should be rewarded with one form tutor stamp each week.
- Students will receive an Attendance stamp for each full day that they attend. This will not be awarded to a student in isolation. If a student is attends all week then the attendance stamps for that week will be doubled = 10 stamps for the week.
- Once a week form tutors will do a 'spot check on equipment' and if a student has brought the correct equipment they will receive a positive stamp from the form tutor.

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
- 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).

SECTION 5 SANCTION FOR CLASSROOM BASED MISDEMEANOURS

In terms of classroom based sanctions, seven key steps have been 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 expected that for the students whose performance is deemed to be unacceptable, only a small minority will move beyond step 3.
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 student to re-join 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 stand 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.

Step 1 – 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 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:

1. To indicate to students that they have done or are doing something which is unacceptable;
2. To form a link to the more serious step 2 – 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 warnings should not be recorded in student planners.

A verbal warning does not have to be issued – a student can progress straight to Step 2 depending on what the misdemeanor is.

Step 2 – first planner comment

A student who continues to behave unacceptably despite being given a verbal warning will move into step 2 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 should also record the incident on e-portal as necessary. **Students will move straight onto step 2 for lateness, homework, coursework and equipment.**

Students could move onto step 2 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.

Step 3 – second planner comment

Occasionally, students will continue to behave in an unacceptable manner despite receiving a verbal warning and/or a planner comment. Such behaviour will result in the student moving onto step 3. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups. A second comment from the teacher must be placed in the student's planner along with a reminder that they will be sent to Safehouse if any further low level disruption occurs.

The first three phases are very much seen as classroom-based strategies and a part of normal classroom behaviour management.

Step 4 – student sent to Safehouse

If a student continues to display low level disruption after receiving a second planner comment then the student should be sent to safehouse. Either email student support to let them know or send a trusted student to inform student support. This will ensure that students cannot decide to not attend.

The student will remain in Safehouse until the end of that particular lesson and will complete work sent by the classroom teacher, or a pack of work issued by the pastoral team. The sanction for being sent to Safehouse is an automatic after school detention. This will be issued by the pastoral team, written in their planner and entered on e-portal. Remember, we do not ask parents for permission to keep their child in detention we are simply informing them that they will be doing a detention.

Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to step 4. Though there is always the possibility of this occurring, the school strongly supports the importance of working through the phases in a cumulative manner whenever possible.

Step 5 – Isolation

Isolation is an extremely serious sanction. The isolation room will be staffed by the Pastoral team and a video camera will be in operation at all times.

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. Students will not be allowed to leave isolation to attend any lesson or to collect work. Class teachers should, wherever possible, send plenty work for students that are in isolation. If work is not provided then generic work packs will be given to students.

The duration of the day in the isolation room will be from 8.40am – 4:00pm as part of the sanction for being in isolation is an automatic after school detention. 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.

It is important that 'restorative' work takes place after a student has been sent to isolation. If a member of staff needs to send a student to isolation (other than for 6 planner comments) then they will need to discuss the reasons with the student. This will help to reduce the probability that problems occur again in the future.

Step 6 – fixed term and permanent exclusion

Students who persistently disrupt learning or commit a particularly serious misdemeanor can expect to find themselves moving onto step 6.

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 re-integration meeting will take place with the student and a parent/carer. A student will not be allowed back into lessons until this meeting has taken place.

SECTION 6 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 carers will also have a key role in monitoring their child's planner. In the communication to parents at the front of the student planner, the 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 notes section to communicate with us as a school.

Form tutor monitoring

Within school student planners will be monitored once a fortnight by the form tutor and sampled by SLT

When monitoring student planners, form tutors are looking to identify or confirm a number of points:

1. the planner is free from graffiti and is being kept in a tidy manner;
2. homework details are being recorded in sufficient detail
3. comments made in the student planner by other members of staff are responded to in an appropriate way;
4. form tutor to parent communication upon any school-based issue routinely occurs where necessary
5. the planner is signed by student/parent/form tutor every week
6. the student is being reflective each week
7. the awarding of stamps or official sanctions.

Positive/Reward stamps.

1. Students need to count how many positive stamps they have received for the given two week period.
2. Students receive one attendance reward for each full day they attend (unless they are in isolation then they don't collect a reward for that day). If they are present all week then their attendance is doubled for that week resulting in 10 reward points.
3. The attendance and positive rewards are added together for the given two weeks and this is recorded on e-portal.
4. The form tutor should sign the student planner when entering the information on e-portal so as to keep a track as to what has been entered.