



Positive Discipline for Learning Policy

Learning for Life

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Positive Discipline for Learning Policy & Procedures

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SECTION 1		

General Principles

Governors and staff are committed to providing a learning environment which **empowers students to have the following values:**

To be responsible, resilient, respectful, aspirational and independent

Standards of behaviour in the Academy are governed by our collective actions; we depend upon each other. All staff have a professional responsibility to follow the guidelines set out in this policy.

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

Promoting Positive Relationships and Good Behaviour

We aim to promote a happy, positive atmosphere where learners benefit from positive relationships with other students and staff. Students respond more positively and are easier to teach and manage when teachers actively foster positive relationships based on trust and mutual respect. We do not want the Academy to have a repressive ethos as we know this damages mutual respect.

It is the responsibility of all staff, not just teaching staff, to promote good behaviour. Staff are role models in this process and we demonstrate the behaviour we expect from students by the way we behave towards both them and our colleagues. High expectations must be at the heart of everything we do. We influence the actions of students by both our direct communication with them and through our observed actions, i.e. the pride we show in our dress, the way we move around the Academy and our positive verbal and body language (including our facial expressions) are all crucial in fostering the desired responses from students. In order to promote good behaviour we aim to develop the following expectations in our students, to be:

- **POSITIVE**
- **POLITE**
- **PREPARED**
- **PUNCTUAL**
- **Have PRIDE**

It is the responsibility of the staff to:

- develop an achievement culture through regular praise/rewards
- be prepared to listen to students
- behave in a calm, dignified yet assertive, manner
- focus on the behaviour not the person
- rehearse strategies for dealing with low level disruption so that we become skilled in de-escalating conflict

- constantly analyse and develop our own skills and attitudes when interacting with young people, observing and sharing good practice
- avoid stereotyped or pre-conceived judgements about students
- celebrate cultural diversity within our community

SECTION 2

Positive Learning Experience

Teacher Behaviour – (planning and being prepared)

It is important to plan our response to poor or unwanted behaviour. Teachers plan lessons in great detail. However, staff should also plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact upon the amount and the quality of learning taking place in our classroom.

'Appendix A' contains some advice, including modelling of teacher techniques for de-escalating conflict in the classroom in order to diffuse the situation and avoid the use of the PDL sanctions and referral.

Promoting Co-operative Classrooms and a Positive Learning Environment

The relevance of our curriculum, the quality of our teaching and the opportunities we offer our students are crucial to promoting good behaviour and establishing cooperative classrooms.

'Motivating all students to achieve their full potential in life by offering a curriculum that is enjoyable, inspiring, broad and balanced.'

Many students claim that they misbehave because they are bored, unable to access the work or are simply not challenged. We know that we can minimise the likelihood of unwanted behaviour by making lessons engaging.

Classroom expectations of teachers:

- arrive before the class*, meet the class outside the room, start on time and follow the Academy's entrance procedure (see Appendix B5)
- have an outstanding lesson prepared with the necessary resources available for all
- plan a Cockburn Laurence Calvert lesson which captures interest and explains relevance
- make students aware of the learning objectives and success criteria
- use positive language to promote co-operation and commitment
- ensure students are made aware of how they will be assessed
- manage the space, monitoring all students' work and behaviour continuously
- be mobile, not sitting at your desk
- mark work regularly and constructively, using Academy feedback policy
- set homework regularly, in accordance with the homework schedule

- maintain a tidy classroom
- establish and maintain a stimulating classroom environment
- Follow the Academy's classroom exits procedure (Appendix B5)

*not always possible when staff move significant distances between lessons

Teachers need to create a learning atmosphere in every lesson where all students feel their efforts are continuously monitored and recognised. Teachers need to drive pace in this way to encourage and engage students whilst also minimising the opportunities for unwanted behaviour.

SECTION 3

Rewards

'celebrate and reward achievement at all levels'

We all respond positively to praise, but it is most effective when it is:

- spontaneous and credible
- clearly linked to achievement or accomplishments
- personalised to the individual and with what they might have difficulty

It is often easy to criticise students but, in many situations, we can acquire better responses by catching students when they are good and encouraging them with positive language and praise.

We consistently reward those students who follow PDFL and are positive members of the Academy community. (See Appendix B1- outline of the rewards offered).

By achieving a specified amount of points, all students who conform to Academy rules and meet the values and expectations of the Academy will be rewarded. Details of the rewards on offer can be found via FROG.

SECTION 4

Sanctions

We must not be surprised when problems occur. We are working with adolescents who are learning and testing the boundaries of acceptable behaviour. In dealing with undesirable behaviour we need to promote good behaviour. This means developing skills and strategies that do not merely rely on sanctions. Sanctions do not, in themselves, change behaviour but simply apply the limits to behaviour that enable us to reward and reinforce.

Do all you can to:

- reprimand privately – it encourages co-operation
- keep calm – it shows high status, reduces tension and models desired behaviour
- listen – it earns respect
- use first names
- focus on positive aspects of student work and behaviour
- praise remorse when students take responsibility for poor behaviour
- be fair and consistent

- use the minimum sanction necessary to achieve your desired outcome
- keep sanctions appropriate
- use humour – it builds bridges
- re-integrate the student into the class
- seek closure after the sanction – it is important to start again and demonstrate a willingness to re-build relationships (Positive Regard)

Do all you can to avoid:

- humiliation
- public confrontations – they promote retaliation through peer pressure
- sarcasm
- shouting often – it weakens your status
- over-punishing – it reduces options later
- blanket punishments – the innocent don't deserve them
- jumping to conclusions – avoid punishing what you can't prove
- over-reacting – the problems will grow.

As sanctions quickly lose their effectiveness if frequently used, avoid constantly punishing students. Only the student can change their behaviour and repeated concerns need to enlist support from others who might help you to influence the student; e.g. Parents/Carers, Subject Leaders, Form Tutors, Head of Years, the Senior Leadership Team etc.)

It is crucial to remain calm, assertive and in control. Raising your voice may be necessary but never lose control and never scream and shout; we do not want students to model this behaviour.

Consistent Application of Behaviour Policy

Even the most skilful staff will experience challenging behaviour from time to time and staff actions need to be measured and remain consistent throughout the Academy.

Appendix B2 provides guidance for staff in managing unwanted behaviour, when teaching tactics have failed.

Consistency will be achieved by:

- all staff sharing a positive, not a repressive ethos to managing behaviour
- all staff embracing and adopting the advice and the principles of this policy
- all staff following the guidance in Appendix B
- all staff regularly reminding students of the need to behave well
- all staff regularly reminding students of expectations and sanctions - constant reminders by all staff of the Academy's values and expectations.

Classroom Code of Conduct

These should be displayed on the walls of all classrooms and referred to constantly:

- arrive on time, enter the room quietly, go to your assigned seat
- take out your planner and equipment for the lesson
- follow instructions from staff, first time, every time (see appendix B6)
- always hand over your planner when asked by a member of staff

- complete work to the best of your ability
- respect others, yourself and equipment
- do not swear or shout at each other
- no eating, chewing or drinking in class (except water)
- pack away quietly, stand behind their chair when asked and wait for permission to leave
- mobile phones / smart devices should not be seen in Academy during the Academy day
- do not verbally abuse staff
- racial abuse / homophobic abuse will not be tolerated
- **follow the Academy's values & expectations.**

If the classroom Academy rules are broken, this will be recorded in the student planner and on the SIMS behaviour module.

Mobile phones will be confiscated if seen in the academy and parents / carers informed to collect.

Around the Academy Code of Conduct

- follow instructions from staff, first time, every time
- hand over your planner when asked by any member of staff
- wear the correct Academy clothing (all outdoor clothing must be removed when entering the building), this includes coming to and from the Academy.
- move around safely, do not run
- treat others with respect
- do not swear or shout around the Academy
- only eat in designated food areas at the correct time and place litter in the bin
- always have your planner with you when out of class during lesson time
- mobile phones / smart devices should not be seen in the Academy during the Academy day
- no illegal substances to be brought into the Academy site (including cigarettes/e cigarettes)
- respect the surrounding community before and after Academy
- **follow the Academy values & expectations.**

If the around Academy rules are broken, this will be recorded in the student planner and on the SIMS behaviour module

SECTION 5

Sanctions for Not Conforming to the Around the Academy Code of Conduct

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. 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 that the teacher concerned, with the support and agreement of the appropriate member of staff, decides that a period in the Inclusion Room is the most appropriate sanction (see Appendix B3).

SECTION 6

Individual Behaviour Plan (IBP/Report)

- IBPs are triggered by the number of comments in the student planner, (10 comments in a rolling two-week period)
- it is the Form Tutor's responsibility to monitor negative comments. When considering an IBP, it must be discussed with the Head of Year and student and a meeting must take place between the Form Tutor and home before the IBP can begin; on occasions, when a meeting is not possible, please ensure the minimum of a phone call is made to inform home and record communication on SIMS
- 4 units plus a break in Inclusion will be completed by the student to begin an IBP (only the first time this happens in an academic year)
- each time the IBP is broken the student will serve a 4.30 detention

A break of IBP is distinguished by:

- the student receiving 10 or more comments in a rolling two-week period
- the student misbehaving and repeatedly being put in the Inclusion Room (this will normally be triggered from 'On-Call')

Students remain on IBP for a period of 2 weeks and have intense intervention from a key worker.

To succeed, the student needs to complete a two week period with less than 10 comments. Students consistently failing their IBP on 5 occasions and breaking their Home Academy agreement will be placed in the Inclusion Room for a fixed period and will progress to Black Report.

PDFL Reports (Black, Blue & Red)

Head of Years will ensure report targets are logged in the SIMS system so all staff are aware of the students on report. It is the student's responsibility to visit the appropriate keyworker to collect their report each day.

- CSG will oversee the Report System
- students will be required to collect their report daily from the Main Entrance Desk **before 8.25am**
- students will fail a report if they have a total of more than 10 points and will serve minimum 4 units in the Inclusion Room.
- students who complete ten consecutive days with successful reports will be taken off report.

SECTION 7

Detentions

Detentions will be issued by staff and **must be recorded where possible** by the member of staff in the planner on the diary page on the day it has been set and logged on SIMS. The CSG team will ensure all students set a detention carry out the sanction. See Appendix B4 for detention guidance.

SECTION 8

Role of the Form Tutor

For full guidance refer to the Form Tutor responsibilities guidance

Parental Monitoring

Parents/Carers have a key role in monitoring their child's planner. Parents/Carers will:

- encourage their child to keep the planner clean and up to date
- support the completion of homework in an organised and efficient manner
- use the appropriate Parent/Carer section to communicate with us as an Academy.

Form Tutor Monitoring

Student planners will be monitored daily by the Form Tutor. When monitoring Student planners, Form Tutors are looking to identify or confirm the following points:

- that the planner is free from graffiti and is being kept in a tidy manner
- that homework details are being recorded sufficiently
- that comments made in the planner by members of staff are responded to in an appropriate way
- that comments made in the planner by parents are responded to appropriately
- the monitoring and awarding of points or sanctions.

Each Form Tutor will log the number of points achieved by their form group on a bespoke centralised spreadsheet

Form Tutors must inspect each student's planner at least once a week. Lost student planners will need to be immediately replaced at a cost of **£5.00** or purchased using 500 points at the Reward Shop.

At the beginning of each tutor session students should take out their planners and Form Tutors will check they have the appropriate equipment

Students who have not brought their planner should have collected a planner sheet from the Academy Entrance Desk and should display this during form time. If they do not have a planner or planner sheet, they should be immediately referred to the CSG Desk to receive a planner sheet; any student forgetting the planner on two occasions within a half term will spend a day in Inclusion, on-going occurrences thereafter will equal Inclusion; this is monitored by the CSG staff.

Parents/Carers must be contacted to allow the planner to be brought to the Academy or inform them of the need to purchase another planner. Students with planner sheets must return them to the Academy Entrance Desk the following morning.

Students who arrive late to Academy after registration has closed or appear in class without a planner or planner sheet should be referred immediately to the Head of Year and, unless the planner is found, they will spend the day in the Inclusion Room. If graffiti is found in planners on two or more occasions, a new planner must be bought. If pages are regularly disappearing from a planner, a new one must be bought and the student issued with an Academy detention.

Appendix A –Teacher Techniques to Manage Challenging Behaviour

Teacher Techniques	Details
Choice	<u>Gives students some control</u> over a situation which is less likely to initiate point-blank refusal. Examples include: <i>'Can you please put that in your bag or put it on my desk'.</i>
Take-up time	<u>Allow students not to lose face</u> by watching and waiting is in a way issuing a challenge. We need to be clear and confident about expressing expectations. Follow an instruction with a pause to allow students time to comply. Examples include: <i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any help'.</i>
Partial agreement	<u>Deflects confrontation</u> with students by acknowledging concerns, feelings and actions. Examples include: <i>'Yes, you may have been talking about your work but I would like you to...'</i> <i>'Yes, it may not seem fair but...'</i>
When-then direction	<u>Avoid the negative</u> by expressing the situation positively. Examples include: it is better to say. <i>'When you have finished your work, then you can go out/</i> than <i>'No, you cannot go out because you have not finished your work'.</i>
Tactical ignoring	<u>May be appropriate for attention-seeking behaviour</u> This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student. If targeted students change their behaviour, praise them. Example includes: The teacher may say to a nearby student. <i>'Well done. You have remembered to put your hand up to answer a question'.</i>
Redirect behaviour	<u>Reminds the students what they should be doing</u> and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: <i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books'</i>
Deferred consequences	<u>Deals with a student who is misbehaving later</u> and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include: <i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10.30'.</i> <i>'I'd like to talk to you at the end of the lesson'</i>
Non-verbal signal to individuals	Very effective because they avoid distracting the rest of the group. Examples might include: <u>Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to redirect attention</u>

Appendix B1 – Rewards Structure

Issuing POINTS:

Lesson

In lessons a maximum of 3 points can be given for any achievement in the lesson

Extra points can be awarded as follows:

- 3 points maximum for homework (standard and effort)
- 3 points attending after school clubs/revision

Form Time

3 points can be awarded during form time

- 1 point will be awarded daily for students who attend on time, with correct equipment and wearing correct school clothing
- 1 point will be awarded daily for students who have a clean slate/no negative comments
- 1 point for students who have recorded homework correctly
- 2 EXTRA points can be awarded during form time for students who are recognised by their tutor as being "excellent"

Attendance points

100% attendance per half term = 250 points, Form Tutor log on the monitoring sheet

95% attendance per half term = 50 points, Form Tutor log on the monitoring sheet

Headteacher

10 points, when students are selected by the Head. Each half term every form will be visited and the Form Tutor or Mentor will select two students that deserve the special points

Additional Points

- Key Assessment Point (KAP) students will be awarded 50 points for achieving Grades 1 in attitude across all subjects
- Key Assessment Point (KAP) students will be awarded 25 points for achieving Grades 1 & 2 in attitude across all subjects
- Head of Year Challenge = 50 points per half term
- Up to 5 points can be awarded to a student displaying the values and expectations around the Academy

Postcards to Parents/Carers

Students will be identified based on sustained attitude, improvement and attainment. Each half-term staff must identify a maximum of 2 students from each class to nominate. The member of staff completes the student name on the postcard, inputs this information onto the achievement section of the behaviour database and the office addresses and posts the postcards. An additional 5 points for receiving a postcard.

PDFL Certificates and points that can be achieved

Students will receive a certificate when they achieve a certain number of points, but will also be credited with extra points for achieving this level:

Bronze	500 points + 50 points credit
Silver	1000 points + 100 points credit
Gold	2000 points + 200 points credit
Diamond	3000 points + 300 points credit
Platinum	4000 points + 400 points credit
Double Diamond	5000 points + 500 points credit

Appendix B2 – In Class Sanctions

All lessons must be appropriate to the needs of the students. Content, organisation and delivery will vary for different classes so that all students can access learning and the achievements of all students can be recognised.

Staff should refer to section 2 of this policy ensuring they have established the conditions for a positive learning environment.

All members of staff must operate within the framework as this is the key area of consistency for all staff.

STAGE ONE – VERBAL WARNING (after settling to work)

The VERBAL WARNING, not recorded in the planner, but has a clear purpose:

- to indicate what they are doing is unacceptable. Clearly state the words “verbal warning” to the individual student
- VERBAL WARNING should **not** be given as a blanket warning to the full class
- staff **may** move the student within the room to avoid further problems.

STAGE TWO – WRITTEN COMMENT IN PLANNER

If a student continues to behave unacceptably:

- a written comment should be entered in their planner and recorded in the appropriate page of the student planner, with a brief comment or code followed by staff initials and date
- a member of staff **may** move the student within the room to avoid further problems
- students without a satisfactory explanation will move straight onto a written comment for lateness, no homework/coursework and equipment/PE kit misdemeanours.

STAGE THREE – STUDENT MUST BE MOVED WITHIN THE CLASSROOM

If a student continues to behave in an unsatisfactory manner:

- a second written comment should be given
- students **must** be moved to another area of the room
- **a 10 minute detention** should be set to discuss the incident (this could be at break, lunch or after school) at the convenience of the member of staff but ideally on the same day as the misdemeanour(s) occurred.

STAGE FOUR – DEPARTMENTAL MOVE

If the student is persisting to behave in an unsatisfactory manner:

- a third written comment should be given
- the classroom teacher should issue the student with a school detention
- the student is now removed to another classroom within the department (when referring a student to another teacher **it is the original teacher’s responsibility to ensure that the student has sufficient work to do and they must log the incident on SIMS**)
- the student must be counselled immediately after the lesson; if this is not possible, the counselling should take place at the earliest practical opportunity.

Each Subject Leader must create a timetable for the week which will ensure that, for each lesson, at least one colleague is always identified as being available to ‘receive’ students.

Parents/carers will be contacted using the student planner.

If a student refuses to cooperate with the departmental move this will be seen as defiance and ‘On Call’ will be used on Sims. A member of staff may escort the student to the room (assisted room move). They will receive a 4.30 school detention and the problem will be discussed with parents as soon as possible). Continual refusal students will result in a minimum of 3 units in the Inclusion Room followed by a school detention

Appendix B3 – Around School Sanctions

STAGE ONE- VERBAL WARNING

- no formal written comment will be required
- staff combine firmness with an acceptance that many young people will genuine mistakes which do not need pursuing

STAGE TWO- WRITTEN COMMENT

If at any time a member of staff considers a student to have broken the code of conduct they should make a comment in the student planner for that week.

- the comment, though brief, is sufficiently informative for parents and the Form Tutor

Please ensure that you make it clear in the student's planner that the comment was issued around the Academy, by circling your initial.

STAGE THREE- SCHOOL DETENTION

The student will attend a one hour school detention as appropriate. (See detention protocol)

STAGE FOUR – INCLUSION ROOM

The Inclusion Room is an extremely serious sanction. The Inclusion Room will be staffed by the Head of Years. Students will be 'isolated' and lose the privilege of going out at break times.

- minimum of 3 units including a break or lunchtime. This means that the punishment could carry over to the following day. An automatic school detention is also given.
- anything less than full cooperation in following the rules and high expectations demanded in the Inclusion Room will result in either extra units to be served or the students' parents/carers being asked to accompany their child to the Academy to discuss the situation. The student will need to restart the time in the Inclusion Room and a failed Inclusion letter will be given to the student and a text will be sent to the parents/carers. The student will not access main stream education until the punishment has been satisfactorily completed.
- it is the responsibility of the Head of Year to ensure the Inclusion is recorded on SIMS and on the log in the CSG area
- for staff awareness a **5** on lesson monitor will indicate a student is in Inclusion
- parents/carers will be informed daily if their child has been in Inclusion.

STAGE FIVE – SECLUSION ROOM

Seclusions are Cockburn's fixed-term exclusions (internal) and should be tried before issuing fixed term exclusions. Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in Seclusion.

Parents must accompany their child to the Academy so that the attitude/incident can be discussed. The situation will have previously been discussed with an Assistant Headteacher (CSG) and a time in the Seclusion Room agreed with the parent, via a signed consent form. The consent form agrees with home and school that, if the student refuses to accept the Seclusion Room or misbehaves whilst in there, home will be contacted via the agreed number on the seclusion form; most situations will be resolved over the phone and the seclusion will continue. If not the child will be sent to the address indicated on the signed seclusion form. The student will not access main stream education until the punishment has been satisfactorily completed. The usual pattern for seclusion is between 2 and 5 days.

A student in seclusion will be required to attend from 8.30am and be secluded from 8.50am to 3.00pm and the same expectations and rules as the Inclusion Room or are consequences of further serious misbehaviour.

STAGE SIX – FIXED TERM EXCLUSIONS

Cockburn Laurence Calvert Academy is a fully inclusive Academy and we will try everything possible to avoid

Fixed Term Exclusions. There are, however, some situations that will require this action, these are outlined below;

- specific serious incidents
- constant refusal to conform to Academy rules (e.g.: refusal to complete Inclusion / seclusion)

Depending upon a student's exclusion history and nature of the offence the seclusion pattern could be:

1 day, 3 day, 5 day, 10 day and 15 day of exclusion

- this must be discussed with an appropriate senior member of staff before a fixed term exclusion is authorised

STAGE SEVEN – PRE PERMANENT EXCLUSION

At the discretion of the Headteacher, in conjunction with the Assistant Headteachers (CSG), a student can be taken to the Academy Governors for a pre-permanent exclusion.

STAGE EIGHT – PERMANENT EXCLUSION

Cockburn Laurence Calvert Academy is a fully inclusive Academy and we try very hard to avoid the permanent exclusion of students. There are however, certain extremely serious incidents that warrant this ultimate punishment. Students and parents are notified of these offences and students are regularly reminded in assembly.

Similarly, the parents/carers of students who have gone through the pattern of seclusions have also been warned of the consequences of further serious misbehaviour.

Cockburn Laurence Calvert Academy is part of the South Secondary Academy's which strategically manages a short stay Academy (Southway). All Academy's agreed to zero Permanent Exclusions.

This provision has been set up to prevent Permanent Exclusions. Students may be at Southway or The Stephen Longfellow Academy on a permanent basis or on Dual Registration for an agreed length of time.

Appendix B4 - Detentions

10 MINUTE DETENTION

Issued by subject teachers for relevant misdemeanours, to be carried on that day where possible. Failure to attend the 10-minute detention will automatically lead to a 1-hour school

Behaviour Management: Entrance & Exit

Routines are fundamental source of high expectations and below are the clear expectations of the routines for entrances and exits to lessons. These procedures frame the learning and give consistent messages to students about the importance of being prepared. Careful consideration needs to be given as to how these routines are implemented in the practical PE or dance lesson that involves changing and the use of difference practical teaching spaces.

Entrance Strategy	Exit Strategy
 <p>Students are directed into the seating/grouping plan.</p>	 <p>Students pack away equipment.</p>
 <p>Students get out equipment in preparation for learning, this must include the planner.</p>	 <p>Students stand behind chairs in silence.</p>
 <p>Students complete the Connect Activity, the register may be taken at this point.</p>	 <p>Students are dismissed in an orderly manner.</p>

Appendix B6 – First Time, Every time

Students should model our Values and Expectations at all times.

Appendix B4 Continued – Detention Expectations

Student Expectations

- Arrive at the Canteen at 2.45pm unless otherwise directed.
- Await to be seated
- Place any bags and jackets on the floor by your feet
- Ensure your planner is on the desk in front of you
- Heads must NOT be placed on desks
- Complete the reflection sheet on why you are currently in detention
- No talking or turning around

Staff expectations

- Registers must be completed within the first 15 minutes of detention
- Do not tell any student they have failed. You can move them between the rooms etc. Please just write their names down and email or hand to HoY at the end and they will reset the detentions.
- Teaching staff should NOT be completing any work whilst on detention duty. The HoY can use the computer to reset detentions as if they are supervising detention.
- Students should not be made to complete any work. We are detaining them of their time only.
- Students should not have their heads down on the desks, however gentle reminders are enough. If these are ignored. Leave the student and inform the HoY at the end that they sat with their head down and the detention will be reset.