Approach:

**Strategies:**

**Overarching policy – Enterprise Ethos**

Rewards & Positive discipline policy.

Overview of Sanctions

**Delivered through:**

Communication of objectives

Wall displays – classroom rules, etc.

Uniform measures

Rewards including notes home to parents.

Credits and star system.

Red card incidents.

Anti–bullying policy

Able and talented

Use of planners – to send notes to parents.

Student voice

Life skills policy?

Recent overhaul of sanctions policy so all staff were following the same strategies consistently. Previously, any staff member could give detention on nay night, which lead to clashes, communication to parents was ad-hoc and teachers could be in the situation of a DT with a pupil alone of a different gender, endangering both teacher and pupil.

DT now ranked: Mon, least serious and held by class teacher (stops them just passing problem on to senior mgt!), weds – HOD, fri – senior leader DT. New DT forms record DT in office and provide slip to send to parents. Another slip is sent to the office and DTs are recorded on a database, which so far is providing an accurate record of the patterns of bad behaviour.

Most staff are using the new system, those who are not are the leadership team who find they don’t have to use it for discipline. The database allows leadership to see who is using the system and when students turn up to the DT (which they are tending to!). It also provides a record, should parents call disputing the behaviour record of their child. Isolations and exclusions are so far tallying with the number of detentions on the system.

DTs tend to be doing monotonous work in silence. If the DT is for uncompleted work, this tends to be held at lunchtime (i.e. outside of sanctions system).

The new system was a mixture of ideas from teachers and now instead of spending ½ hour twice a week doing detentions, the rota system means that they only need spend ½ hour once every ½ term. The teachers holding detentions are often outside the situation so can take a step back.

Initially the new specialism worried teachers that the school would be creating lots of business people but the skills recorded in the enterprise ethos are general skills that are included in ECM and AfL. The key was to get buy-in from every subject area, using the Enterprise Ethos.

The ABC statements of the Enterprise Ethos should be used in dialogue with the students but it is not clear how much this is currently happening. However, they are good phrases to use repeatedly in class as nobody can argue with them.

**SEN**

Inclusion policy, ECM.

Use of LSAs

Based on the principles by Bill Rogers AND L & M Canter?