

## John Colet School

### Attitudes to Learning Policy

Date policy was agreed	Dec 2014
Date Equalities impact assessment completed	Dec 2014
Date policy was reviewed	Dec 2014
Date reviewed by Governor Advisor	Dec 2014
Date reviewed by Parents	Dec 2014
Date reviewed by the Governors	Jul 2016
Governors body responsible for the review	Curriculum Committee
Senior Leadership Team Member accountable for writing and reviewing the policy	Assistant Headteacher (Attitudes to Learning and Inclusion)

Consultants: Senior Leadership Team, Heads of Year, Key Stage Managers, School Council, Inclusion Unit Manager, two governors, parents/carers.

Guidance: Behaviour and discipline in schools: January 2016

Exclusion from maintained schools, Academies and pupil referral units in England: June 2012.  
<https://www.gov.uk/government/publications/school-exclusion>

The Equality Act 2010 and schools: May 2014.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Linked Policies: Bullying, Safeguarding, Teaching and Learning, Search and Confiscation, Drugs, Mobile Phone and Electronic Devices, Use of Reasonable Force, Uniform.

#### **Monitoring and Reviewing**

This policy will be formally reviewed by the Governing Body every 3 years.

On-going monitoring of actions and impacts/outcomes will be:

- Feedback via the Attitudes to Learning data, learning cycle data, action plan monitoring document, SEF

This policy applies to all students whilst in school and when away from school on school trips or representing the school at an activity.

#### **Guiding Principles**

*'Through hard work, inspiration, mutual respect and enjoyment, we will achieve success together.'*

John Colet School seeks to create an environment in which all members of the school community can thrive, feel respected, safe and secure. John Colet School is a well ordered school where all members of the school community have the right to be valued, to feel safe and have a pleasant environment in which to work. We recognise that the right atmosphere for effective learning requires a system of rewards and sanctions as well as a series of intervention strategies which are easily understood and implemented consistently. Our focus is to reward positive behaviour and encourage an atmosphere of respect at all times. We will recognise positive behaviours such as

regular attendance, representing the school, respect for others, positive attitudes to learning and academic success.”

*We aim to:*

Encourage students to exercise their right to learn and allow others to learn

Ensure students are courteous and show consideration for others

Develop independent and co-operative learners

Ensure students reach their learning potential

### **Core Beliefs**

In order to promote this we recognise that It is the duty of **all** members of staff to lead in promoting positive behaviour patterns, both through the way in which they conduct relationships with pupils and in their capacity as role models. The quality of learning, teaching and behaviour in our school are inseparable issues, and the responsibility of all staff.

- Rewards are more effective in motivating students than sanctions and are a significant factor in helping students to achieve their full potential.
- Poor behaviour will not be tolerated as it is a denial of the right of students to learn and teachers to teach. To enable learning to take place preventative and intervention action is most effective, but where this fails, there must be clear, firm and intelligent strategies in place to help students take responsibility for and manage their behaviour
- There is no single solution to the problem of poor behaviour, but we recognise that the school has the potential to raise standards if we are consistent in implementing good practice in learning, teaching and behaviour management
- Respect is a key value of our community. Parents/carers, students, support staff and teachers all need to demonstrate and operate in a culture of mutual regard
- The support of parents is essential for the maintenance of good behaviour. Our parents/carers each need to have a clear understanding of their responsibilities.
- School leaders have a critical role in establishing and monitoring high standards of learning, teaching and behaviour

### **Roles and Responsibilities of Students**

Students are encouraged to take responsibility for their own actions and to understand the consequences of these actions on their peers and the wider school community.

John Colet School has a Code of Conduct which is based on rules designed to set high standards of student. This is displayed in all student planners (Appendix 1).

The Student Council, in consultation with Year Councils, have written a Student Charter that makes clear to students, expectations in terms of their attitudes to learning. These behaviours will support progress and achievement. The Charter is displayed in all student planners and classrooms (Appendix 2).

### **Roles and Responsibilities of Staff**

All staff are expected to:

- Ensure that John Colet School is well ordered, learning is effective and that all interactions are based upon mutual understanding, and the highest standards of behaviour and respect.
- Ensure all dealings with students are firm but fair.

- Promote positive behaviour patterns by the way they conduct relationships with others and by being good role models.

**The Form Tutor** is responsible for the general well-being of the pupils in their care. They are the first point of contact for parents/carers wishing to discuss their child's wellbeing and/or academic progress. The morning registration sets the tone for the rest of the day and as such the tutor will insist that students' coats are removed, bags on the floor, register taken in silence and a seating plan is used. The tutor is expected to reinforce positive attitudes to learning in form time and arrange activities that promote this for example; checking uniform and equipment. Tutors are expected to maintain an overview of each pupil's performance including monitoring rewards and sanctions, and taking appropriate action to support the child.

**Subject Team Leaders** promote positive attitudes to learning within departments, in conjunction with the school's systems. They will support and challenge department staff in the implementation of the attitudes to learning policy, holding all to account. They will monitor student attitudes to learning across the department and intervene where necessary.

**The Inclusion Unit Manager** is responsible for the day to day management of the Inclusion Unit and the Reflection Room. They will help students to identify problems and difficulties, working with them to overcome such issues. They will liaise with outside agencies on aspects of student well-being and support (e.g. Police Liaison Officer, the school counsellor, SENDCO, Connexions advisor, the school nurse, Blueprint and R-U Safe referrals etc.) in order to identify needs and provide support.

**Heads of Year** are accountable for the provision of professional leadership and management within a year group with the objective of securing outstanding progress, achievement and attainment. They will develop and implement policies and practices for the year group which reflect the school's commitment to high achievement and effective teaching and learning. They will monitor attitudes to learning identifying, students and groups who are underachieving and, where necessary, creating and implementing effective plans of action to support those students. Heads of Year will be available in the Head of Year office for students on a rota basis at lunchtime.

**Student Support Officers** have the same responsibilities as a teacher to teach students to learn good behaviour. They will liaise with all staff and in particular the Inclusion Unit Manager, Heads of Year, Subject Team Leaders and the Senior Leadership Team on discipline issues and take a key role in promoting positive attitudes to learning. They will deal with day to day operational issues associated with student behaviour. They work with groups and individuals to secure positive attitudes to learning that secure good progress.

**Key Stage Managers** are accountable for and provide professional leadership and management across a Key Stage that secures outstanding progress, achievement and attainment. They will develop and implement policies and practices for the Key Stage which reflects the school's commitment to high achievement and effective teaching and learning. They will monitor attitudes to learning identifying students and groups who are underachieving and, where necessary, creating and implementing effective plans of action to support these students and where necessary liaise with parents and outside agencies.

### **The SEND (Special educational needs and disability) Manager**

The SEND Manager has responsibility for the day to day management of the SEN department ensuring that the needs including the statutory requirements of students with SEND are met

through the deployment of well trained, efficient and effective learning support. The SEND Manager works closely with the SENDCO to ensure that students presenting with learning needs in the following areas are monitored and their progress supported. Those areas are social, emotional and mental health; cognition and learning; communication and interaction; physical and sensory needs.

### **The SENDCO**

The SENDCO provides leadership and management of the SEN department through developing policy, evaluating the provision of support and service needs, data analysis, monitoring interventions and student progress. The SENDCO works closely with the SEND Manager to ensure that statutory requirements met and implements interventions for students in the areas of social, emotional and mental health; cognition and learning; communication and interaction; physical and sensory needs. The SENDCO also provides information and support for teaching staff in order to secure improvement in teaching and student outcomes.

**The Senior Leadership Team** ensure that the attitudes to learning policy is successfully implemented, and consistently applied. They will monitor interventions and support positive attitudes to learning throughout the school. They will ensure that appropriate training and support is in place for all staff.

### **Roles and Responsibilities of Parents/Carers**

Parental involvement and support is essential to promote good behaviour and attitudes to learning. Every parent/carer is expected to sign the home school agreement which lays down the essential relationship between home and school. Parents/Carers are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly dressed, equipped and prepared to work

The attitudes to learning policy which includes procedures for dealing with poor behaviour is published to all parents via the school website.

Parents/Carers are regularly updated on attitudes to learning and behaviour. Attitudes to learning grades are communicated via reports sent home 3 times a year. Parents' meetings (Subject and Tutor evenings) provide a formal opportunity to discuss matters and students are invited to join their parents at these meetings. Where necessary, Parents/Carers will be invited to early intervention meetings to discuss issues relating to negative student attitudes to learning and behaviour. Parents/Carers are expected to attend re-integration meetings after exclusions. Translators can be arranged with advance notice.

Parents/carers are encouraged to contact the school if they have any concerns.

### **Roles and Responsibilities of Governors.**

The Governing Body recognises the school's duty of care that all students are safe and able to learn and staff are able to teach and promote learning without interruption or harassment. The Governing Body ensures the attitudes to learning policy, processes and practices are in accordance with their responsibilities under equality legislation. It ensures that expectations are clear and non-discriminatory. Governors support the aim of maintaining high standards of behaviour and positive attitudes to learning that support progress for all. Governors ensure that rewards are applied consistently to demonstrate that positive behaviour is recognised and valued,

to express the approval of the school community and encourage other students to adopt similar behaviour. Governors ensure sanctions are applied consistently to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and deter other students from similar behaviour.

### **The power to discipline: what it means**

Clause 91 of the Education and Inspections Act 2006 includes a statutory power for teachers and certain other school staff to discipline pupils.

The Act gives this power to all teachers at the school and to other paid members of staff who are in lawful control or charge of pupils (except if the Headteacher has determined that the member of staff is not permitted to impose the penalty on the pupil in question). The Headteacher may extend the power to any other adult who has lawful control or charge of pupils – such as a parent volunteering to supervise a football match or help on a school trip for example. The Headteacher may exercise these powers in relation to an individual student or staff member, a group of students of a particular description, all students, or a group of staff of a particular description.

### **Behaviour for Learning Strategies**

#### **Rewards**

The school aims to establish a positive climate for learning through the use of praise and formal rewards. The school rules are supported by a coherent system of rewards that celebrate students' achievements and effort. The school recognises that rewards are more effective in motivating students than sanctions and are a significant factor in helping students to achieve their full potential.

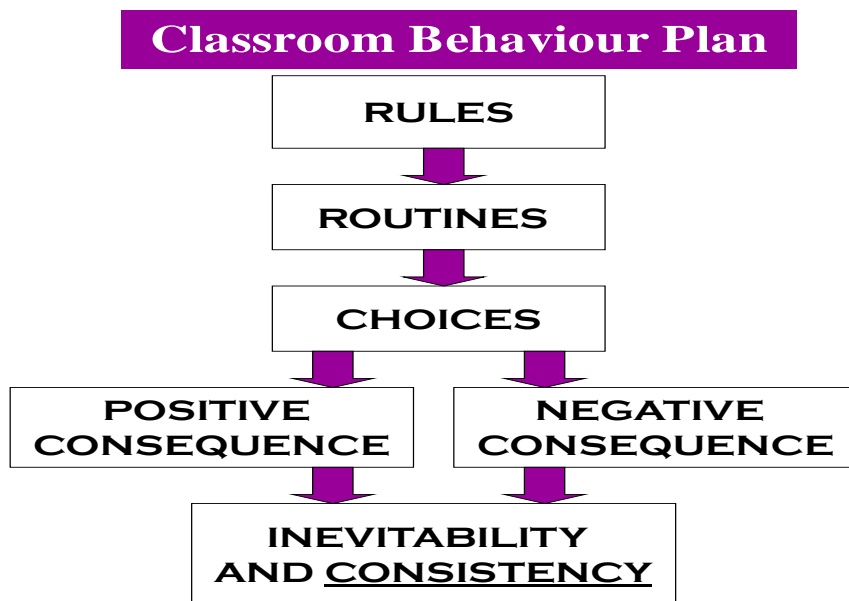
All members of staff are expected to offer praise and encouragement to students for good behaviour and learning as an integral part of their classroom management. More formal praise may be through written comments when marking and assessing students' work or on subject reports throughout the year. When using rewards the following points should be considered:

- ensure they are fully earned by students
- they are valued by students
- be seen to distribute them fairly
- they recognise effort, contribution, achievement, attendance, citizenship and improvement
- they apply to whole classes as well as individual
- ensure praise is personalised

The rewards system is at (Appendix 4.)

#### **Sanctions - Consequences to poor choices**

Effective sanctions are designed to promote good behaviour. Initial sanctions are best applied by the member of staff concerned with the aim of dealing with the breakdown in behaviour.



Sanctions are more likely to promote positive behaviour if they are applied consistently and students see them as fair.

For the purposes of this policy, consistency is taken to mean that:

- any breach of the Code of Conduct will be challenged
- staff working in the classroom will employ a behaviour framework within their classrooms that is clearly understood and operates according to school policy and procedure

When using sanctions the following points should be considered;

- effectively communicating specific details of what the poor behaviour is, making it clear that the behaviour is unacceptable and not the person
- give students a clear choice of appropriate behaviour or consequences
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- encourage students to reflect on the effects of misbehaviour on others in the school community, as part of everyday teaching
- support each student in making the best behaviour choice

### **Positive attitudes to learning**

Students are at this school to maximise their potential. Teachers have a responsibility to plan and deliver stimulating and challenging lessons that promote positive attitudes to learning. It is important that all students take responsibility to create a positive working environment by behaving appropriately and having a positive attitude to learning in lessons.

We have a comprehensive system to remove students whose behaviour is disrupting the learning of others. This ensures that students are able to learn and the teacher is free to teach. For students removed from lessons, appropriate interventions and strategies will be applied to help them modify their behaviour and attitude to learning.

Punishment, when necessary, should be transparent, fair, prompt and in proportion to the offence. Wrong-doers should be targeted and whole-group punishments avoided. Humiliating and degrading punishments will be avoided.

## **The Code of Conduct**

- ✓ Follow the classroom rules.
- ✓ School is a place for learning and all aspects of students' behaviour in and out of the classroom must reflect this.
- ✓ Students must respect the right of others to work.
- ✓ Attendance and punctuality are vitally important to success.
- ✓ Smart school uniform (as described in the official school uniform list) must be worn and students should understand that when they are in uniform they are representing the school.
- ✓ Possession of alcohol and tobacco is forbidden on the school premises (Including e cigarettes, shisha pens and related products).
- ✓ Possession of fireworks, offensive weapons or drugs is illegal.
- ✓ Respect and look after the school environment.
- ✓ Mobile telephones and electronic devices will be confiscated by a member of staff if they are seen or heard within school between 8:30 am and 2:55pm.
- ✓ Bullying of any kind, racism and sexism will not be tolerated.



## STUDENT CHARTER

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**JOIN IN:** Be interested and take part

**OPEN MINDED:** Listen to and respect the ideas of others

**HOMEWORK:** Do it to the best of your ability

**NEVER GIVE UP:** Be determined to succeed

**CONCENTRATE:** Do not distract others

**OPPORTUNITIES:** Make the most of them

**LISTEN:** Act on advice and take time to reflect on your work

**EQUIPMENT:** Be organised bring the necessary tools to learn

**TIME:** Make the most of it and achieve your best



## Progress & Attitudes to Learning: Year Teams' Structure



Based in Unit, monitor behaviour, work with external agencies, to include referrals and admin, PSPs, Year 6 Transition, Child Protection

<b>STUDENT SUPPORT OFFICER –</b>	<b>STUDENT SUPPORT OFFICER –</b>	<b>STUDENT SUPPORT OFFICER –</b>	← As directed by Need
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Monitor daily school behaviour. Duties @ Break and Lunch. Record and take evidence of matters as directed. Work with target Groups (Disaffected Boys, Attendance Issues.) Home visits, support in running of Inclusion Unit, Restorative Justice.

Senco and SEND Manager monitor work, progress and behaviour, working with external agencies to support students with special educational needs.

## Appendix 4

### Rewards Procedures (Introduced Easter 2015)

#### Vivos

Can be given by any member of staff to any student at any time for the following:

#### All staff

Academic achievement

Engaging well

Excellent Homework

Excellent progress

Helping others

Positive attitude and behaviour

Vivos are recorded electronically on individual student accounts. Parents also have a log in where they can see updates of their children's rewards.

Extra reward categories can be posted by staff for approval by SLT

#### HOY

##### Attitude to learning award.

Awarded to the student in the year group with the best attitude to learning (each learning cycle) this can be based on the average ATL grade.

##### Progress award.

Awarded to the student in the year group with the best progress. This can be calculated by looking at who has the largest increase in sub levels of progress between LC ( awarded each learning cycle).

A certificate should be awarded by the HOY in the year assembly for these awards as well as giving the vivos. We are trying to promote a real ethos of celebrating success.

#### STL

##### Star Student

Awarded by STL every learning cycle for **one student in each year group**. This award can be for ATL, Progress or Academic achievement. Please make sure you state the reason for the award.

A list of star students should be displayed in each department and updated each learning cycle.

## SLT

Exceptional contribution. Awarded by SLT, staff may nominate students via line managers for their subject or year group.

### Headteacher

The Headteacher can award for this, nominations can be passed via SLT link.

Students who achieve the most vivos in the school year will be invited to lunch with the Governors.

### **Departmental and Year Awards**

As well as the awards noted above Subject departments and Year groups acknowledge positive attitudes and progress through vivos, postcards home and contact with parents/carers.

### **Celebration Mornings**

Prizes are awarded annually to pupils for outstanding effort, progress and attitude to learning as well as for services to the school community.

### Achievement ties

Awarded to students for exceptional achievement.

### **Headteacher's Commendation**

The Headteacher will write letters of congratulations to students who have achieved both in terms of academic success and in other areas of school life and ensure that outstanding successes are reported to governors, parents/carers and the public.

## Appendix 5

### Sanctions

All misbehaviour will be investigated and a judgement made about the seriousness of the incident. Any misbehaviour involving a variety of incidents will involve further investigation and consequences applied. All consequences will be applied at the Headteacher's discretion.

We have a range of strategies for dealing with negative behaviours. Sanctions range from a verbal reprimand to a fixed term exclusion with permanent exclusion as the last resort.

In lessons in the first instance, it is the member of staff in charge of the lesson who is responsible for dealing with a matter/incident.

Outside of lessons in the first instance, the member of staff witnessing the incident must deal with it. The first point of referral is to the form tutor of the student concerned. However if the incident is at break or lunchtime and cannot be dealt with by the adult witnessing it could be referred to the Student Support Officers a member of staff on duty at the time, a Head of Year on duty in the Head of Year office. It is the responsibility of the witnessing member of staff to record the incident.

### Standardised responses to zero tolerance issues

- a) Any student caught chewing gum should be asked to put it in the bin. Any refusal or persistent offending should be dealt with by applying school sanctions.
- b) Any student with incorrect uniform should be given one day to address the matter.
- c) Any student caught wearing inappropriate jewellery or in possession of an electronic item/mobile telephone that can be seen or heard during the school day (note the see hear guidance below) will have it confiscated. The item/s should be put in an envelope and placed in the school safe. It will be necessary for the parent/carer of the student to collect the confiscated item. (see uniform policy for jewellery regulations)
- d) Any student in possession of an illegal substance, alcohol or a weapon will immediately be referred to a senior leader. (The police will be informed in cases of the possession of an illegal substance or a weapon)

Note: The school operates a no see no hear policy on mobile phones or electronic devices. Phones are permitted before and after school but should not be seen or heard at break, lunchtime or in lessons/registration. Phones can be used in lessons for educational purposes, but only with the explicit instruction of a member of staff.

### Withdrawal from lessons - FAIR (4 stepped) approach for poor attitudes to learning

Action	Consequence
(First) 1st = Reminder	Reminder – no further action
(Another) 2nd = Warning	Warning – behaviour expectations clearly stated by the adult in the classroom with the consequence of non-compliance stated. This may include a few minutes cool-off outside the classroom door or moving a student within the classroom

(Intervention) 3rd = Sanction

Sanction given by member of staff which may include being sent to another class. This must be logged on SIMS.

(Removal) 4th = On Call removal from the lesson

Follow on call procedures for the Inclusion Unit (Appendix 6)

Note: Where behaviour is extreme, the staged approach is by-passed and sanctions from stage 4 will be applied.

Where a student is removed from a lesson, all incidents must be resolved with the member of staff prior to the next lesson in that subject.

## **Detentions**

The detention system applies to Years 7 to 11 and to the Sixth Form. It may be issued by any teacher, Cover Supervisor, Special Educational Needs Manager, Inclusion Unit Manager or Student Support Officers. Staff must behave reasonably when running detentions particularly at lunchtimes when time to eat and go to the toilet must be allowed. Except for break or lunchtime detentions, 24 hours' notice will be given to parents/carers. Parental permission or agreement is not required for a detention but if the time is not convenient they may request that it is reissued for a different day

### **Types of detention and reasons (note that the reasons are not exhaustive but examples)**

**Form Tutor Detention** - break or lunchtime for up to 15 minutes for small misdemeanours including lateness to registration, persistent uniform issues, equipment and persistent chewing of gum. Response with regard to uniform issues as follows:

#### Uniform Cards

**The tutor** must check uniform and jewellery every morning, ask students to rectify issues and liaise with parents where needed. Students must carry a uniform card at all times (except in P.E.) Tutors are responsible for distributing these to students, spares are available in the HOY office. There is a different coloured card each term. Students receive a signature on the card if they are not wearing the correct uniform or not wearing the uniform correctly. This can be signed by the tutor or by any member of staff during the school day. The signature will be dated and students can only receive one signature per day.

3 signatures on the card in a term will lead to, in the first instance to a tutor detention, 15 minutes at break or lunchtime. Further detentions in the term will be half an hour attitudes to learning detentions with the Head of Year (HOY) at lunchtime. Tutors should check the uniform card at least once a week. When a card is full the tutor needs to log this as a behaviour issue on Sims as 'Uniform card' and issue the 15 minute break or lunchtime detention. As stated above after one tutor detention in a term other uniform card detentions are to be with the HOY for 30 minutes at lunchtime.

To place a student in a lunchtime detention with the HOY tutors need to copy the HOY and Ruth Slater and Sonia Borret into the Sims behaviour slip. The HOY will then arrange the detention and advise the student. Tutors should take a full card from a student, retain and replace the card with a

new one. The student support office may also issue cards to students, but only by retaining a full card (which should then be forwarded to the tutor) or issuing a detention for a lost card.

If a student fails to produce the card when requested by a member of staff, that **member of staff is responsible for logging the behaviour on Sims 'uniform card not show'**, copying in the HOY and SSOs as above. The HOY will issue a lunchtime attitudes to learning detention.

Persistent uniform offenders should be referred to the Head of Year for escalated sanctions. Students who persistently fail to show their uniform card should also be referred to the HOY for escalated sanctions.

**Subject Teacher Detention** - given and supervised by individual teachers for lack of work, no equipment, failure to do homework or low level disruption in a lesson. They are usually for 15 minutes at break or lunchtime but can be for 30 minutes after school.

**Departmental Detention** - given and supervised by the Subject Team Leader for persistent lack of work or following of instructions, disruption of lessons or failure to attend a subject teacher's detention. They are for one hour after school.

**Attitudes to Learning Detention** - given and supervised by the Head of Year or Key Stage Manager for a variety of reasons such as smoking or being in the presence of smokers, being in possession of cigarettes, graffiti, persistent poor punctuality or negative behaviour outside of lessons. This may be in the form of a 30 minute lunchtime detention where some form of community service is undertaken. It may also be for 1 hour after school for more serious breaches such as low level bullying, smoking, inciting a fight, truancy, failing to attend a form tutor detention and rudeness/disobedience/lying to staff.

**Friday Detention** – this is a 'school detention' issued only by a member of Senior Leadership Team or a Key Stage Manager. It is supervised by senior staff on a rota basis and is given for more serious offences such as defiance, persistent truancy, bullying following other warnings, threatening/intimidating behaviour, intentional dangerous behaviour, swearing in the presence of a member of staff, fighting, cheating in a test, serious disruption or behaviour in lessons, offensive/obscene/discriminatory action or failing to attend a departmental or attitudes to learning detention. It takes place on a Friday 3.00pm to 4.30pm.

If the student fails to behave or work appropriately during a detention they will be given a further sanction. A detention will usually be issued at the next level up.

### **Reporting detentions**

Break and lunchtime detentions do not have to be recorded on SIMS.

After school detentions must be recorded on SIMS. This must be copied to the Form Tutor, Subject Team Leader, Head of Year and SSOs. The student should be told the date, time, location and reason for the detention. SSOs will arrange for a text message to be sent to the parent/carer notifying them of the detention.

### **Activities in detentions**

Staff may use activities that fit the misdemeanour such as completion of extra work, redoing work if it is not done to an adequate standard, sorting items, litter picking, tidying classrooms and removal of graffiti or chewing gum.

## **Internal Isolation**

Internal isolation is a sanction used for students who have committed very serious offences but which do not warrant an external exclusion from school. This includes students who continue to behave irresponsibly despite having received detentions. Whilst in internal isolation the student does not attend lessons, registration or assemblies with break and lunch taken in the Reflection Room. Throughout the day students are set suitable work to be done under the supervision of the inclusion Team. Parents/carers are written to when a student is put into internal isolation but parental permission or agreement is not required.

## **Exclusion from School**

For the most serious offences students can be excluded from school as follows:

1. Fixed term exclusion of a maximum of 5 days.
2. Fixed term exclusion for more than 5 days but no more than 45 days in any one year. Alternative education provision must be made under these circumstances from the sixth day.
3. Permanent exclusion.

In all cases the Headteacher informs parents/carers in writing of the exclusion, its duration, reasons for it and of their right to review/appeal to the Governors against the exclusion. The Inclusion Unit Manager or Key Stage Manager will phone the parent/carer on the day that the fixed term exclusion is issued to inform them.

The school will follow the statutory guidance for exclusions.

## **Fixed term exclusion**

A fixed term exclusion may be given for the following reasons (note that the list below provides examples and is not exhaustive) and can only be issued by the Headteacher or the Deputy Headteacher in the Headteacher's absence:

- Persistent refusal to follow school rules or the instructions of staff after all previous levels of sanction have been applied
- Failing to behave appropriately in internal isolation
- Repeated serious disruption of the learning of others
- Aggressive and threatening behaviour towards staff
- Malicious accusations towards school staff
- Swearing at a member of staff
- Extreme rudeness to/defiance of staff
- Violence towards students or staff
- Vandalism
- Bringing drugs, solvents or alcohol into school
- Deliberately setting off a fire alarm or extinguisher
- Petty theft
- Conduct liable to seriously endanger the student, other students or staff
- Sexual/racial assault and/or persistent harassment
- Possession of extreme pornographic images
- Possession of fireworks
- Persistent refusal to attend detention
- Refusing to attend an internal isolation

The Inclusion Unit Manager and Key Stage Manager will meet with the parent/carer before the student is re-integrated from exclusion. If a parent/carer is unwilling to attend then the student will be internally isolated until the parent/carer comes into school for the re-integration meeting. The terms of re-admittance are agreed at this meeting. In cases where the student is at risk of a permanent exclusion in the future, the Headteacher, Deputy Headteacher or Assistant Headteacher will lead the re-integration meeting. A student will be placed on a monitoring report by the Inclusion Unit Manager following their return to school.

## **Permanent Exclusion**

Permanent exclusion is rare and will only be taken in response to a serious breach, or persistent breaches, of the school's attitudes to learning policy and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. Only the Headteacher may issue a permanent exclusion.

Examples (not an exhaustive list) would be:

### One-off acts

- Dealing or supplying drugs to member(s) of the school community – “supply” includes passing a drug from one person to another
- Bringing in or being in possession of an offensive weapon - A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury.
- Extreme violence towards another person
- Arson(including a deliberate act involving fire in the school)
- Theft

### Persistent acts

- Persistent disruptive behaviour
- Persistently bringing drugs, solvents or alcohol into school
- Persistent petty theft
- Possession of child pornographic images

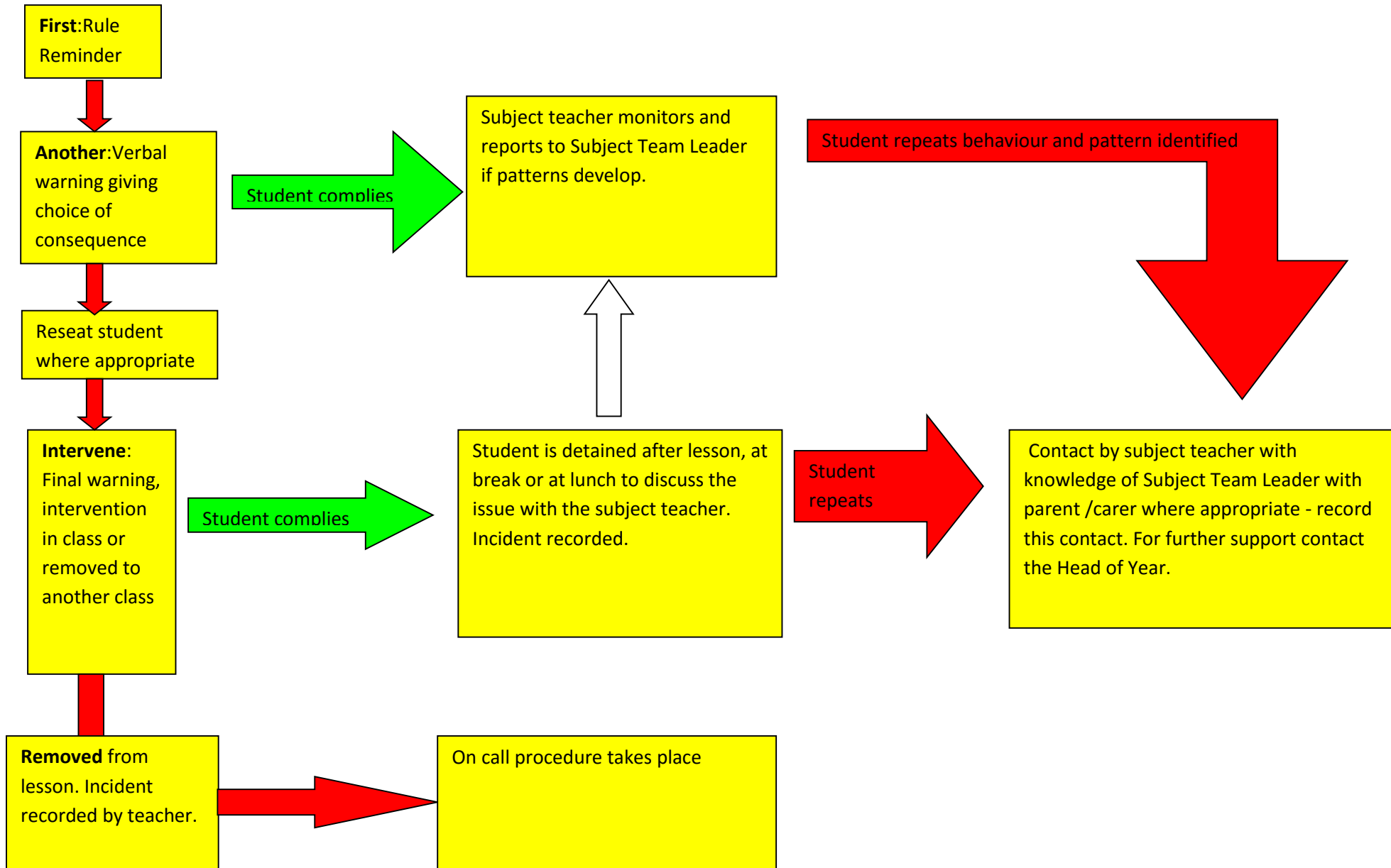
In all cases, the recommendation for a permanent exclusion will be considered by the appropriate Committee of the Governing Body.

### Reportable offences

NB: Weapons, knives and extreme or child pornography must always be handed over to the police. If behaviour is criminal or poses a serious threat to a member of the public or school community the police should be informed.



## A FAIR (4 stepped) approach for poor attitudes to learning



## Appendix 6

### The Inclusion Unit

The Unit aims to remove barriers to learning and offers flexible provision and targeted interventions for students who have specific and more complex difficulties. It works in conjunction with the SEND department where there are identified or possible Special Educational Needs.

Students might be isolated from the main school in the unit as a sanction for poor behavior.

### Referral of a student to the Inclusion Unit

**Removal from a lesson:** the member of staff taking the lesson must contact a Student Support Officer. Please use the lifebuoy symbol top right of Sims page (Tel extension 235) The reasons must be recorded in SIMS by the class teacher/ member of staff.

The member of staff on call will attend the lesson promptly and speak to the member of staff making the call briefly about the circumstances. Using professional judgement a decision is made what to do, keep student working with on call staff, share ATL data, where appropriate offer an opportunity to put a student back in a lesson, on call to unit if student is un-cooperative etc. The aim is to support staff and students with pupil progress, so students are spending less time in the unit. To send the message out to students that we are working as a team and will not tolerate poor behaviour and low level disruption of others learning. The member of staff on the on call rota **must** email K Rippington and A Knowlton to inform of the action eg. 'oncalled TH from French p 5 took him to my office to complete work, shared AtL data with him'. The inclusion unit will send a letter to parents to inform them of the removal.

The teacher making the on-call must provide work for the student to complete. No student should be sent directly to the Inclusion Unit.

Referrals for other serious matters: Heads of Year, Key Stage Managers, Senior Leadership Team and Student Support Officers may place a student in the Inclusion Unit for other serious matters. This must be recorded by the referrer in SIMS. Staff wishing to place a student in isolation must liaise with Student Support Officer based in the Inclusion Unit to check availability of space and a suitable date agreed (giving the parent 24 hours advance notice where possible if the stay will be until 4.15pm). Suitable work must be provided for isolated students by the class teacher and the Inclusion Unit will email staff to remind them.

Students may be placed in the Inclusion Unit whilst an incident is being investigated by a Student Support Officer/Head of Year without the prior agreement of the Inclusion Unit staff.

A member of the Senior Leadership Team and of the Attitudes to Learning Team is on call each period of the school day to support the Inclusion Unit Manager and Student Support Officers with behaviour incidents.

### **Isolations: First visit to the Inclusion Unit in a term**

Where appropriate resolution meeting arranged, with a letter home dependent on circumstances /Inclusion Unit Manager's/ Head of Year's judgement.

### **Second visit in a term**

Resolution meeting is arranged by the Inclusion Unit Manager with a letter home by the Inclusion Unit Manager. One hour attitudes to learning detention issued by the Inclusion Unit Manager on behalf of the Head of Year.

### **Third Visit in a term** as above

### **Fourth visit in a term**

Letter/ phone call home to parents/carers by the Inclusion Unit Manager. The student will receive a Senior Leadership Team Detention.

An Attitudes to Learning Support Plan will be considered by the Head of Year. Where appropriate it will be put in place by the Inclusion Unit Manager and Head of Year with a copy sent home to parents/carers. There may be input from the Special Educational Needs Manager according to the circumstances. The KSM must be consulted at this stage.

### **Fifth visit in a term**

A PSP will be considered for students who are considered at risk of Permanent Exclusion. If appropriate Parents/Carers will be contacted and invited in to school to meet with the Inclusion Unit Manager and Head of Year to create a Pastoral Support Plan (PSP). There may be input from the Special Educational Needs Manager according to the circumstances. A review meeting will take place within half a term to monitor progress. Any student on a Pastoral Support Plan (PSP) will be referred to Aspire for outreach work. Other external agencies may be involved as well.

The student will spend one full day in isolation.

### **Further visits in a term**

Interventions will be reviewed and amended where appropriate by the Inclusion Unit Manager, Head of Year, Parents/Carers and the student. Further internal isolations until 4.15pm will be considered. The Head of Year will involve their Key Stage Manager or Senior Leadership Link where required.

### **Removals from lessons**

If a student is removed from a lesson by a member of staff on the duty rota, but not sent to inclusion as an isolation, the member of staff making the request for support must log the incident on Sims. The member of staff making the removal must email the inclusion manager. A letter will be sent home by the unit to inform the parent/carer.

2 and 3 removals will result in an Attitudes to Learning detention. 4 will result in an SLT detention.

**NB: multi agency referral for those who display persistent disruptive behaviour.**

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## Appendix 7

### Homework

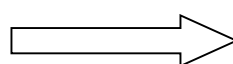
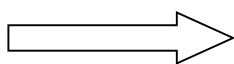
Homework is an integral part of a student's learning and vital if they are to progress academically.

To support this, the school has a variety of support mechanisms in place:

- All homework is recorded in Show My Homework so that parents/carers are able to support and monitor the completion of homework
- The School's Library is open after school each day for Years 7 and 8 3-4 pm. Monday to Thursday, 3-3.30 pm. Friday
- SEND department runs a daily homework club to support students
- Individual departments run after school homework clubs

There may be occasions where homework is not completed by a student on time. Initially the student will be given an extension with the homework to be handed in by lunchtime of the next school day.

If the student does still not hand in the homework then the following flow chart applies.



Subject Teacher Detention	Department Detention	Friday Detention
<p>Following an extension to the next day the First offence leads to 30 minute after school detention with the subject teacher which is recorded on SIMS.</p> <p>Parents will be informed of all after school detentions.</p>	<p>Second or repeated offence in a term leads to a 1 hour after school detention with the Subject Team Leader which is recorded in SIMS.</p> <p>Failure to turn up will result in a Friday after school detention.</p> <p>If a student has more than two departmental detentions then the Subject Team Leader should call in parents/carers for a meeting.</p>	<p><b>1h 30 minutes</b></p> <p>Failure to turn up leads to one day's internal isolation in the Inclusion Unit.</p>

Note: Student Support Officers can be used to collect a student at the end of a lesson prior to the detention and escort them to it.

If despite following sanctions a student continually fails to complete homework but it is confined to a subject it remains a departmental issue. Parents will be contacted by the Subject Team Leader to discuss strategies to improve the student's homework record. For example, they could be placed on Subject Homework Report or the student referred to departmental homework clubs.) Advice may be sought from the Special Educational Needs Manager if required.

### Period 6 Homework Support

The Inclusion Team monitor homework incidents weekly via SIMS. The Head of Year will consider placing a student on Homework support if a student receives a Homework cause for concern grade in 3 or more subjects in the data collected during a learning cycle. Professional judgement will be applied by the Head of Year to consider the students who would benefit most from this

intervention. The Head of Year will contact parents/carers to discuss the importance of completing homework, the impact it has on progress and the sessions and support. A Period 6 Homework Support contract will be put in place where students will attend two 1 hour after school homework support sessions (3- 4 pm) per week. Other interventions can be used as well as this such as homework report. Subject staff will be updated about who is on Period 6 Homework Support and during this period, they will continue to log the student's non-completion of homework on SIMS but not issue a departmental homework detention.

Period 6 Homework Support contracts will be reviewed and if necessary renewed after an agreed period, usually 6 weeks. Parents/Carers will be contacted at the end of review period to discuss the impact of the intervention. Failure to attend the support sessions or there is no improvement in the student's homework record may lead to an extension of the contract or sanctions being imposed.

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## Appendix 8

### Data collection and monitoring procedures of positive and negative attitudes to learning

All data on students' behaviour and achievements are recorded and logged through SIMS. Data produced by SIMS will be used to identify patterns and trends of behaviour and achievements for individuals, year groups, sub-groups and across the school.

Reports will be collated, printed and distributed regularly according to the Learning Cycle schedule. Attitudes to learning grades comment on effort and behaviour. Students whose attitude to learning is hindering progress will be quickly identified. Intervention will follow with effective strategies put in place.

- Students who have received 3 or more issues relating to poor attitudes to learning in a Learning Cycle report will be seen by Heads of Year.
- Students with more than 5 issues relating to poor attitudes to learning in a Learning Cycle report will be seen by Heads of Key Stage and in some cases the link member of the Senior Leadership Team with the parent/carer asked to come in.
- Positive interventions will be awarded to students with the most positive attitudes to learning.

### Data collection

All behaviour incidents or achievements are to be recorded on SIMS or Vivo by the member of staff who first dealt with the incident. They will report the details of the incident and the action they have taken.

Class teachers will input attitude to learning grades according to the Learning Cycle schedule.

### Monitoring

Form Tutors track behaviour within their group through weekly reviewing of their SIMS home page.

**The Inclusion Unit Manager** will produce reports 4 times a year (annual schedule), clearly tracking attitude to learning patterns across year and subgroups. The report will monitor the distribution of behaviour incidents and attendance by key sub-groups. For example, gender, FSM6, Service Child and SEN. Patterns and trends at a whole-school level will be identified by focusing on exclusions, internal exclusions etc. This report will be produced on a 4 yearly basis and will be analysed by Heads of Year, Key Stage Managers SLT and Governors.

**The Data Manager** will produce a summary of progress and attitudes to learning data at the end of each Learning Cycle, including an average learning grade for each student.

**Heads of Year** will analyse data in reports for their year groups each Learning Cycle and produce a report detailing their interventions. They will look at individual students' performance and trends. They will use the information to plan appropriate intervention strategies at a year group level and individual level, for example assembly and tutorial focus. Heads of Year will discuss trends and strategies with their line manager (Key Stage Manager) and employ intervention strategies with both staff and students.

**Key Stage Managers** will report patterns to the link member of the Senior Leadership Team after every Learning Cycle.

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**The link member of the Senior Leadership Team** will liaise with the Key Stage Manager after each Learning Cycle to discuss interventions to support the learning of students across the appropriate key stage. They will report to the Leadership Team (STL responsible for Attitudes to learning) and to the Governors.

**Subject Team Leaders** will monitor incidents of negative behaviour to identify “hotspots” and types of behaviour. They will include interventions based on attitudes to learning when they report after a learning cycle. Strategies for tackling these should be discussed in department meetings and effective practice shared. In their line manager meetings, Subject Team Leaders will discuss trends and strategies relating to the behavioural issues in their department. If appropriate, this should be reflected in the Departmental Improvement Plan and the Department Self-Evaluation.

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## Appendix 9

### Behaviour on transport to and from school (including public transport)

This has been taken from Buckinghamshire County Council's expectations for home to school transport.

Misbehaviour on buses is not widespread but it is a serious issue and it is increasing. We ask that students follow these guidelines to ensure that journeys are safe and pleasant.

- No bullying
- No smoking
- No swearing or verbal aggression
- No fighting
- No vandalism

We also ask that students do not:

- Play at the bus stop
- Stand too near the kerb while waiting for the bus
- Get on or off the bus before it stops moving
- Throw things around the bus or out of the bus
- Ring the bell except to stop the bus
- Interfere with safety equipment or emergency exits
- Cross the road until the bus has moved off. Drivers of other vehicles will not be able to see anyone who crosses the road just in front of or just behind a bus
- Lean out of the windows
- Distract the driver
- Leave litter
- Eat or drink

Students should stay seated for the whole journey and make sure they have all their belongings as they leave the vehicle. If something is forgotten they should telephone the bus or taxi company.

Parents/carers are ultimately responsible for the behaviour of their children on school transport and are asked to sign an agreement to this effect when they apply for the transport.

The school will investigate reports of misbehaviour and take appropriate action. Students must treat bus company staff with respect.

Contractors are responsible for the safety of passengers once they have been accepted onto the vehicle. Incidents of misbehaviour will be reported to the County Council or the school. Some vehicles may have video cameras which assist with identifying pupils who misbehave. Any instances of bad behaviour may result in transport facilities being withdrawn for a set period or permanently. In the event of vandalism contractors may pursue parents for repair costs.

The County Council has a responsibility for the safety of passengers and drivers on school transport and is committed to providing a service that meets the needs of students, parents/carers and schools. The County Council will ensure that the transport provided is operated in a safe and efficient manner and work with all concerned to achieve this. Contractors will be assisted in identifying students who vandalise vehicles and any reasonable action taken against such a student

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will be supported. In the same way we will support students, parents/carers and schools if they have justifiable complaints against transport contractors or drivers.

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## Appendix 10

### Intervention Procedures.

Below is not meant to represent an exhaustive list of intervention strategies and it must be recognised that approaches should be individualised and bespoke. It must be remembered that positive acknowledgement and the celebration of success is an intervention.

<b>Individual Student</b>	<b>Small Group</b>	<b>Year Group/Wider</b>
<ul style="list-style-type: none"> <li>• Regular short meetings to discuss progress, set targets, etc</li> <li>• Monitoring of progress towards deadlines</li> <li>• Kept at lunch or after school to complete outstanding work</li> <li>• Help with organisation</li> <li>• Regular contact with parents/carers to inform of progress, gain support or change behaviour/attitude</li> <li>• "Homework clubs</li> <li>• Reinforcement of school standards with regards to behaviour, appearance, etc</li> <li>• Individual tuition where appropriate; advice on seeking further help from teachers</li> <li>• Communication with teachers to identify problems early and monitor progress towards targets</li> <li>• Adjustment and monitoring of timetable for certain students with support of teachers and parents/carers</li> <li>• Monitoring of attendance, promoting good attendance and punctuality and working with parents/carers to improve attendance</li> <li>• Liaison with outside agencies ( Education Welfare, Blueprint Social Workers etc)</li> <li>• ATL support plan</li> <li>• Opportunities for reflection and reconciliation</li> <li>• Pastoral Support Plan/report</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and delivery of revision skills sessions to students</li> <li>• Meeting with identified borderline students to promote self-esteem, raise aspirations and monitor progress</li> <li>• Catch up sessions</li> <li>• Coursework catch-up sessions after school and at lunch time</li> <li>• Coursework catch-up session during INSET and other non-student days</li> <li>• Monitoring and promotion of attendance to subject-led revision sessions and homework clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders in assemblies, form time, etc about revision, coursework deadlines</li> <li>• Reinforcement of the need for good organisation and timekeeping</li> <li>• Chasing of coursework</li> <li>• Identification of students with difficulties in terms of attitudes to learning through effort and behaviour grades at each Learning Cycle. Use of progress data, estimated grades and target grades to identify cohorts in needs of intervention and developing appropriate strategies</li> <li>• Promotion to all students of good practice for revision skills, timekeeping, by providing advice and examples</li> </ul>

## **Appendix 11**

### **Transition**

Primary to secondary transition is a key focus at the school and we undertake an extensive transition support programme in order to secure a smooth start which is intended to underpin good attitude to learning which is then maintained in Year 7 and beyond. The team of staff visit the majority of Year 6 children at their primary schools and set out clear expectations for behaviour and attitude to learning at John Colet. We reiterate clear messages around meeting challenges and the importance of hard work and success. Children from out of area are invited to meet as a group at school. The feeder primary schools provide valuable and relevant information about each individual's progress and attitude, which enables us to think carefully about form groups and year group dynamics. Students are then invited to attend two Induction Days and the parents and carers are invited to attend a parent meeting as well. Extra visits are arranged for all children with an SEN EHCP and for children who primary schools identify as in need of extra support in managing the transition process. A student friendly 'Welcome Pack' written by existing students for the Year 6 students is provided with photographs so they can familiarise themselves with the school over the summer holiday.

In the first term, students receive support from a specialist transition support leader and some of this support is done in small groups and is targeted to 4 different transitional difficulties; organisation, friendships, boundaries and self-esteem. Each Year 7 form group is partnered with a Year 10 form group and they meet to reassure the younger students of any worries they may have.

There is a consistent, specialist Head of Year 7 and Head of Key Stage 3 who, between them, have built valuable links with the teachers at the feeder schools and this enables high quality transition is provided from allocations in April of Year 6 right through to the end of the first term at John Colet and beyond where necessary.

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