



*Upper Wharfedale School*

# **POSITIVE ATTITUDE TO LEARNING POLICY**

**REVISED APRIL 2015**

# “EXCELLENCE FOR ALL”

Upper Wharfedale School aims to promote the virtues and qualities of self-respect, tolerance, understanding, care and consideration for others.

The Governors and staff strive to promote these values and we believe that these form the basis for a community which allows each student to develop morally, intellectually, emotionally and socially. The school aims to promote a caring ethos which in turn enables students to develop genuine care and concern for other students and adults.

The information contained in this policy handbook covers guidance for staff, parents and governors on the Positive attitude to learning policy and procedures.

## The main aims of the PA2L policy are to:

- Encourage a praise culture between staff and students
- Promote our vision of creating:
  - Successful, lifelong learners
  - Confident individuals
  - Active citizens
- Improve and reward effort and determination to succeed
- Improve attitude to learning through praise and reward
- Reward those students who consistently work hard and behave well
- Ensure consistency throughout the school
- Encourage students to be active and responsible in the school and make positive contributions to the wider community
- Sanction, firmly and fairly, those students who choose to demonstrate a negative attitude towards their learning either in the classroom or around school, or those who disrupt the learning of others.

In order to achieve these aims it is essential that the above aims are constantly reinforced in assemblies, tutorial sessions and during lessons. The system is “Positive Attitude to Learning” with “**Positive**” and “**Learning**” being the key words.

It is not possible to account for every situation in school and there will be occasions when the “rule book” cannot apply. Please ask for guidance in these circumstances.

## Positive Behaviour - All staff will strive to:

### **Be Specific**

- Constructive feedback to students

### **Be Sincere**

- No empty praise
- Don't praise undeserved success

### **Praise the process more than the person**

- Strategies used, decisions made, work accomplished

**Helping our children meet success: What can we do?**

- Reward effort – not perfection
- Reward risk and progress
- Applaud persistence
- Break tasks down into small steps
- Acknowledge 'learning' rather than 'work'
- Honour time invested

**Students will be rewarded for their positive attitude towards their learning by way of-**

- Stamps
- Positive comments
- **A weekly 100% attendance stamp** and outstanding attendance certificates
- **Letters home for outstanding attendance & most improved (termly)**
- **SLT stamps (Equivalent to 3) for outstanding effort**
- Achievement certificates- Year 7 & 8
- Departmental postcards home
- Letters home/e mails for outstanding A2L
- Headteacher special recognition
- Top stamp awards (Trophy)

## CODE OF CONDUCT

*The most important rule for all of us in our school is -*

*“We will act with courtesy and consideration to others at all times allowing us all to develop as successful learners, confident individuals and active citizens”*

We all must follow the code of conduct at all times when in school, on their way to and from school and when representing the school on trips, visits, fixtures etc.

1. We must show courtesy, respect and support to all staff, visitors and students as well as personal and school property remembering that Upper Wharfedale is a HANDS OFF SCHOOL.
2. Move around school in a quiet, safe and sensible manner. Walk on the left. Do not run.
3. Be on time to all lessons. Wear correct uniform, have the correct equipment, including the planner – at all times.
4. Follow instructions – first time, every time.
5. Always aim to produce quality work to the best of your ability.
6. We may bring mobile phones / tablets to school *at our own risk*. These may be used **only** as learning tools under the direction of the teacher **or in an emergency situation**.

## Negative behaviour - Roles and Responsibilities

The procedure outlined in this PA2L policy handbook gives a sensible and progressive use of sanctions and rewards. It needs to be followed in a **consistent** way by all members of staff, who should try to keep a sense of proportion, whilst firmly refusing to have the learning of students disrupted or to tolerate defiant or abusive behaviour. There may be occasions when early stages have to be 'leapfrogged' but this should only be in exceptional circumstances.

### Subject Teachers

It is expected that all teachers

- Establish high expectations for punctuality, attendance, work attitude and behaviour
- Plan and deliver engaging lessons which include clear learning objectives and differentiated outcomes, which may also include **differentiated behaviour strategies for students with SEND**
- Use their classroom management skills to diffuse situations calmly and create a positive atmosphere for learning
- Use a full range of rewards and sanctions as set out in the PA2L policy.
- Display classroom routines/rules clearly in each classroom
- Are punctual and well prepared.
- Show courtesy, respect and care for all students and colleagues

### PREVENTING DISRUPTION TO LEARNING

#### (a) Principles

We have high expectations of our students, the main emphasis being on the teaching and learning and not allowing poor attitudes or behaviour to prevent this. We expect all students to be actively involved in their learning, whilst being positively encouraged by all staff.

#### (b) Classroom Protocol

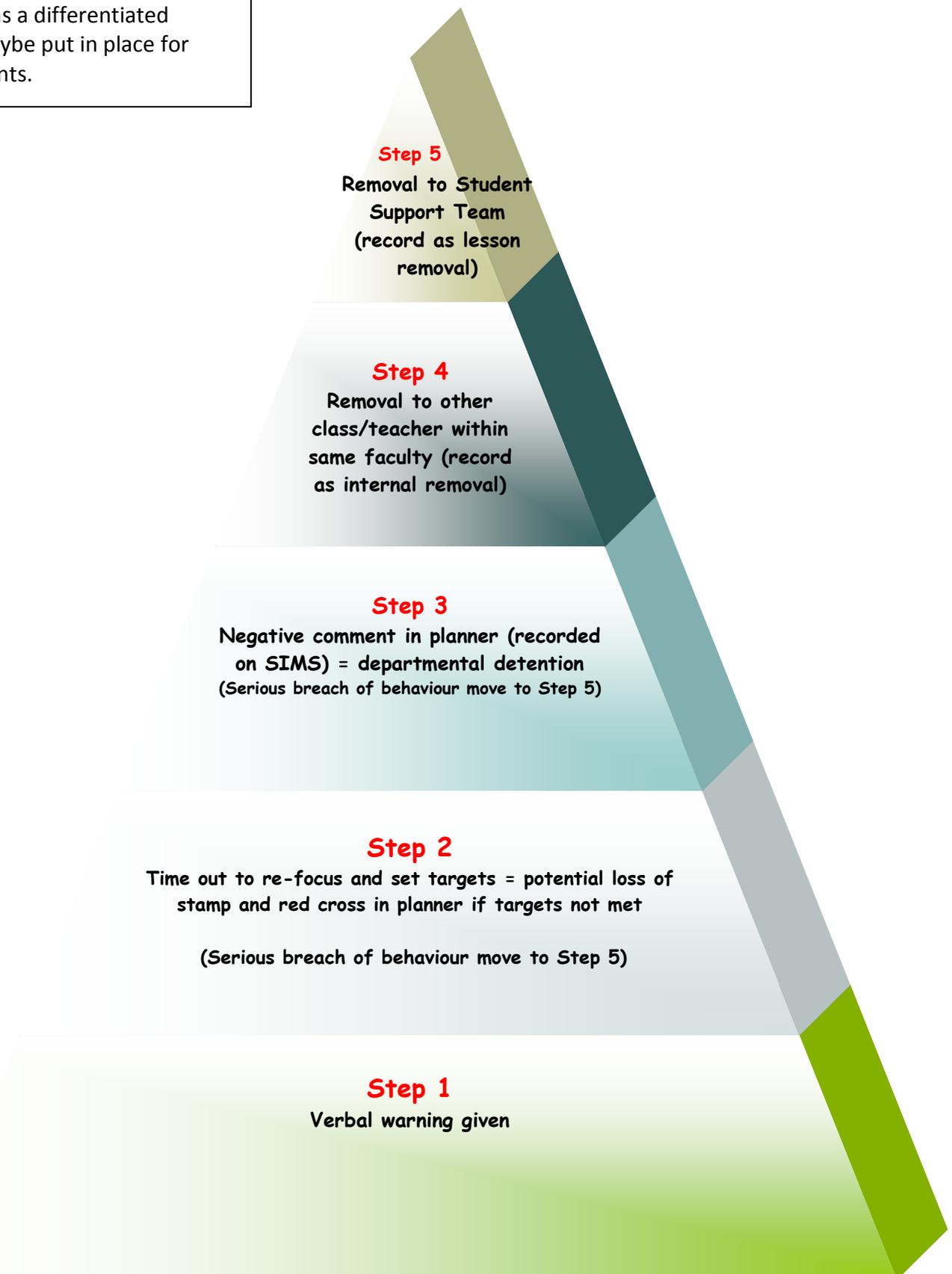
The classroom protocol below is paramount to the overall success of the school. It ensures consistency throughout the school and supports colleagues.

Teachers must strive to:

- Greet students **positively** at the classroom door
- **Make use of and have available appropriate and up to date information about classes. (appropriate seating plan and up-to date class overview)**
- Ensure that students have planners and equipment on desks at start of lesson. Anyone without a planner at the start of period 1 must be sent to LK to collect an orange planner sheet which must be dated. Students will receive a SST lunchtime detention for every three planner sheets issued (per term)
- **Ensure that there is a structured differentiated lesson with regular opportunities to assess student progress throughout, adhering to teacher standards**
- Ensure that students are dismissed in an **orderly and controlled** manner at the end of the lesson

### (c) Classroom Management

On occasions a differentiated pyramid maybe put in place for some students.



**(d) Dealing with low level disruption and minor incidents (Steps 1-3)**

Once you know your class, give some thought as to strategies to deal with difficult behaviours/situations in consultation with others. This may include;

- Discussions with the Curriculum Leader/others in the faculty
- Use of Learning Support Assistants
- Discussions with the form tutor regarding mentoring, support or parental involvement
- Effective use of department/Curriculum Area detentions
- **Record 'negative comment' on SIMS**
- **Discussion with SEND department**

**(e) Removal of Student (Steps 4-5)**

'Removal of student' should only be used to deal with serious incidents. Under normal circumstances, removal will occur following appropriate warnings, time out, change of seating plan etc. in line with steps 1-4 above. 'Removal' is not a suitable reaction to students who enter the classroom loudly, have not done homework/do not have the right equipment for example. Such behaviour is a nuisance but this kind of negative behaviour should not be allowed to disrupt lessons and enable students to use such tactics to avoid working.

Settle students calmly, using a positive, non-confrontational approach, so they are on task, providing temporary equipment where necessary and then deal with what went wrong at the end of the lesson.

**For constant low level disruption - student removal to within the faculty –Curriculum leaders to develop a timetable of rooms for internal removal, which will work following new staffing structure groupings ie – Human studies (including Geography), Maths and Enterprise (ICT, Business, Drama and Maths), Science and Technologies (DT, FT, Art, PE and Science) – this would allow removal of students out of the subject area and to a different year group.**

**The classroom teacher records the incident on SIMS (internal removal) and result in a SST lunchtime detention.**

**Severe behaviour – student removal by SST.** A member of student support will respond quickly and reach the incident as soon as possible and deal with the immediate situation. When a student is removed for a serious breach of behaviour it is expected that the student will be left to calm down with a member of Student support. On many occasions, this is not the appropriate time to reprimand without full knowledge of the facts. A full **written** report will be required for serious incidents and witness statements may need to be collated - **Students MUST NOT be sent directly to Isolation.**

The classroom teacher records the incident on SIMS (lesson removal) and under normal circumstances, students who are removed will be placed in an SST after school detention. Three after school detentions in one term will trigger a day in isolation.

Please be mindful of data protection when logging events and refer to 'Another student' or initials only if the incident involves someone else. *Please be factual and brief when recording on events.*

**Student removal is not a sanction in itself; the subject teacher involved must follow up negative behaviour to ensure positive re-admittance before the next lesson (this can be done with or without SST). It is not appropriate to follow up during the lesson**

in which the student has been removed from. Teachers **must not** leave the lesson in order to remove a student but should send a responsible member of the class or a Learning Support Assistant to the school office to alert a member of the Student Support Team.

### **Monitoring and further action**

All staff must take responsibility for negative attitudes towards learning and should be involved in further/follow up action which may include the following:

- Parental involvement – i.e. meeting, telephone call or letter
- Student on Pastoral or SLT report
- Mentoring of a student
- Use of support staff
- Referral on to the Student Support Team or SENCo / **Assistant SENCO** (For students with additional needs) who may involve outside agencies if necessary)

### **Breach of Uniform Policy**

1. Comment to be written in planner
2. Second warning = Negative comment - Form tutor discussion/detain - Contact home - Record on SIMS

**Persistent breaches (3 a term) of school uniform policy will result in SST after school detention and possible Isolation**

### **Isolation**

Students will be isolated for **serious and repetitive**, negative behaviour, and following this will be placed on report to a member of the student support team to monitor and encourage an improved standard of behaviour and attitude to learning.

**On return from fixed term exclusion, students will be isolated for the day.**

### **Behaviour and Safety- Break and Lunchtime**

It is expected that all staff will deal effectively and positively with negative behaviour either outside on the corridor or in the dining hall.

Students who continue not to follow school rules, following relevant warnings will be placed in SST Thursday lunch time detention.

For continued negative behaviour students will be taken out of circulation at break and lunch time and detained by a member of SST on a daily basis.

## Form Tutors

The main emphasis of tutorial time is the regular and continuous tracking of student progress via the student planner, as well as monitoring attendance and PA2L

Tutor time should be educationally beneficial to all students. High standards of behaviour management should be evident.

### THE PLANNER

The planner is provided by school to record:

- Home learning
- Good work and effort
- Targets
- Positive comments by teachers and parents

It is also used to record incidents of poor behaviour, sub-standard effort and incomplete homework.

The planner contains an on-going record of achievements, stamps and progress and it must be in school every day.

The target each week is to achieve a 'clean slate', i.e. parent's signature, no negative comments, all homework completed and 100% attendance. For this you will receive 4 extra stamps.

Teachers will stamp the planner whenever you demonstrate a positive attitude to learning.

These stamps will be added up and will convert into achievement certificates and rewards.

Students should be achieving 25 subject stamps each week.

If a teacher feels that the attitude to learning has not met the required level to achieve the subject stamp they will receive a red cross. These do not count towards the rewards total but will give us a visual indication of any students who are causing low level disruption in the classroom allowing us to set personalized targets for students.

The planner is a means of communication between students, form tutors, teachers and parents. Students who de-face their planner will have to purchase a new one.

### During the weekly PA2L tutorial,

#### Students

- Total and record the weekly stamps/running total
- Follow the tutor timetable
- Have their planner signed by parents/carer
- Are aware of their % attendance rate from September to date
- Have a reading book for silent reading

#### Form tutors

Monitor and sign planners, applying the PA2L procedures as follows:

- Clean slate, target achieved (if set) and planners signed – 3 tutor stamps
- A full weeks attendance will attract one extra tutor stamp per week
- **Monitor number of negative comments and set targets as necessary – may trigger Pastoral A2L Weekly Report Card (see below)**  
**\*\* NB \*\* 3 negative comments or more = SST lunchtime detention issued by Form Tutors (record in Planners on the date page and on SIMS)**

- **Monitor low level disruption via red crosses and set targets as necessary – may trigger Pastoral A2L Weekly Report Card (see below)**
- **Discuss issues and follow up any recurring problems with relevant curriculum leader**
- Discuss appropriately and target attendance % rates from September to date.
- No parental signature – No tutor stamps, write target 'parental signature' in planner.
- **Phone call home IF the planner is becoming a concern**
- Monitor school uniform
- Ensure all students are equipped

### **Student Mentoring and Tracking**

- Use and fill in the student planner target and assessment record sheets, A2L scores/ reports to discuss written targets and action to progress future action.
- Record tracking conversations on SIMS
- Homework and attitude issues – discuss with subject teachers, curriculum leaders, arrange contact with parents as necessary, discuss recurrences or overall decline in attitude to learning with SST
- Positive individual A2L conversations re highest A2L scores

### **Report Cards**

There are two versions of report cards, as follows:

#### **Pastoral A2L Weekly Report Card (Green)**

These cover each lesson over a five day period and require subject teachers to provide an overall mark (1 -4) in line with the 'Effort for Learning' grid based four criteria as follows:

- Whether the student has come equipped properly for the lesson
- Their overall effort
- General behaviour, and
- Completion of homework

They are primarily issued by the form tutor to students who are consistently recording in excess of 5-7 red cross stamps per week. The form tutor will review performance on a daily basis and at the end of the period agree with the student:

- If they can come off report (mainly achieving marks of 1 & 2)
- Continue on report for another period (range of marks across the board), or
- Be referred to the Student Support Team for further action (consistently achieving marks of 3 & 4).

If patterns emerge from the report card (e.g. continued failure to come with the right equipment, or poor behaviour in particular lessons) the form tutor should take appropriate action (e.g. phone parents, speak to curriculum leader etc.)

#### **SLT A2L Weekly Report Card (Orange)**

These are similar to the Pastoral report card in that they cover a five day period. Teachers are asked to rate students on the same 1-4 scale either against agreed targets (as indicated on the front of the card) or their performance in three time zones of the lesson (beginning, middle and end).

This report card will normally be issued by a member of the SLT or SST where A2L or behaviour patterns are causing serious concern. Students will report daily to the Student

Support Team and at the end of the period, the report will be reviewed with the student by a member of the SLT who will decide and agree the next steps as required.

**Any student returning from exclusion will automatically be placed on SLT report.**

### **Other Activities - PLEASE SEE THE TUTOR TIMETABLE**

- House competitions (e.g. quizzes), preparation

## **Curriculum Leaders**

- Monitor the quality of learning and teaching within the curriculum area, including learning walks and work scrutiny.
- Use data to monitor and track the performance of ALL students against GPI targets
- Identify any poor attitude to learning patterns, e.g. repeat offenders with a particular teacher or particular lesson. **Curriculum Leaders may choose to move a student within their area if possible, or make a faculty/lesson report, discuss with form tutors, and contact parents/carers and, if the A2L does not improve, the matter should be discussed with form tutor, SST and lead to A2L report (SST).**
- **Develop a support structure within the curriculum area for teachers** (removal between lessons rather than out of lessons)
- **Ensure consistency within their faculty in terms of awarding stamps and sanctions** (In-line with the PA2L policy)
- Monitor student attendance and work catch-up as required with a particular focus on progress and predicted target grades

### **Anti-Bullying (See Anti bullying policy)**

**In-line with our high expectations of behaviour for learning, bullying is not tolerated in school. This includes cyber bullying and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability**

As a member of Upper Wharfedale School, students have both rights and responsibilities towards all types of bullying as described above

#### ***Student Rights:***

- To be safe and happy in school.
- To be treated as an individual.
- Not to be bullied.
- To say 'no' to any behaviour you think is wrong or hinders your education.
- To protect yourself by ignoring others or walking away.
- To tell a member of staff if someone is making you unhappy.

#### ***Student Responsibilities:***

- Not to accept any form of bullying – verbal, **cyber**, physical or emotional.
- To work with other students to stop bullying.
- To report any form of bullying to a member of staff. (If you do nothing it may suggest that you support bullying).

- Not to accept bullying by any of your friends.
- Not to invent stories about bullying as you may not be taken seriously when it is important.
- To use ICT and all social media websites in a sensible, safe, appropriate way.

## Positive Parental Partnership

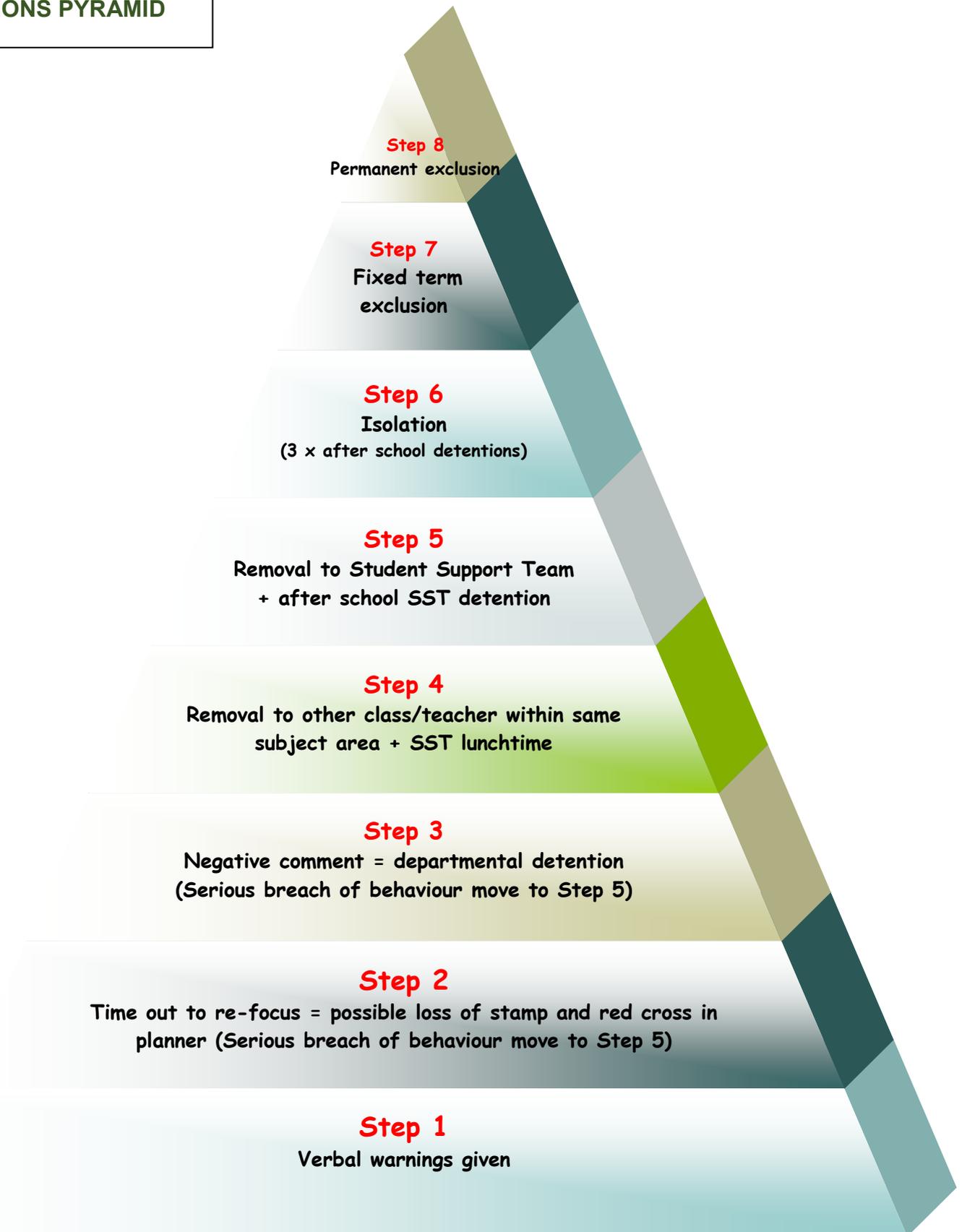
### As a parent or carer I will strive to.....

- Ensure my child regularly attends school
- Inform school immediately if my child is unable to attend school
- Support the uniform policy
- Make sure my child is equipped for all lessons
- Support my child with all aspects of home learning
- Keep school informed of any problems which could affect my child's progress
- Attend parents meetings
- Support the Positive Attitude To Learning Policy
- Check and monitor the comments in the student planner
- Encourage my child to collect the required number of stamps (25-30) per week
- Encourage my child to have a positive attitude towards other students and staff
- Ensure that my child uses ICT and other social media safely and responsibly at home
- Ensure we have a correct and up-to date record of any contact and medical details
- Discuss appropriate behaviour with my child on the journey to and from school either on foot or on the school bus.
- Make sure my child returns any important documentation and reply slips on time
- Ensure that my child represents school and themselves politely and positively in the wider community

**APPENDIX 1 – EFFORT FOR LEARNING GRID**

<b>IMPROVEMENT NEEDED</b>	<b>D</b>	I don't have a go to the best of my ability	
		I give up easily or ask for help without trying	
		I distract others	
<b>INCONSISTENT</b>	<b>C</b>	I sometimes have a go to the best of my ability	
		I don't always accept or act on advice that is given	
		I may distract others	
<b>GOOD</b>	<b>B</b>	I always have a go to the best of my ability	
		I don't give in and accept help when needed	
		I take pride in my work	
<b>OUTSTANDING</b>	<b>A</b>	I do over and above the task set – WOW!	 
		I try my best and enable others to achieve their best	
		I take my pride in everything I do, and I am a role model to others	

**APPENDIX 3:  
SANCTIONS PYRAMID**





## *Upper Wharfedale School*

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I understand that to complete my time in isolation successfully and to re-join my timetabled lessons I will:

- Work in accordance with the UWS PA2L policy
- Complete all work set in silence
- Follow all instructions given by a member of staff
- Be respectful of other students, staff and equipment
- Request to go to the toilet only around break and lunch times, unless a medical note is provided.

I understand that unsuccessful completion of an isolation day will require me to complete an additional, successful day in isolation the following school day.

Signed..... Date .....



Entering the red area = a repeat, complete isolation day is required.

Following red warning being issued any further poor conduct will be referred to senior management.

FIRST WARNING EXAMPLES – incomplete work / being a distraction / making low level distracting noises (verbal or externally, eg tapping)

SECOND WARNING EXAMPLES – refusal to work / making excessive distracting noises / defiance / rudeness / inappropriate language.

THIRD WARNING EXAMPLES – damage to equipment



*Upper Wharfedale School*

## PASTORAL A2L WEEKLY REPORT CARD

Name:	Tutor Group:
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Reporting daily to (staff):
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Reason for report: <b>Achieve overall improvement in A2L</b>
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Staff signature:
Parent signature:

Appendix 5 – Report cards

Date	P1	P2	P3	Form	P4	P5
Equipped for lesson						
Effort						
General Behaviour						
Completion of homework						
<b>Teacher sign</b>						
<b>Additional comments:</b>						

Date	P1	P2	P3	Form	P4	P5
Equipped for lesson						
Effort						
General Behaviour						
Completion of homework						
<b>Teacher sign</b>						
<b>Additional comments:</b>						

Date	P1	P2	P3	Form	P4	P5
Equipped for lesson						
Effort						
General Behaviour						
Completion of homework						
<b>Teacher sign</b>						
<b>Additional comments:</b>						

Date	P1	P2	P3	Form	P4	P5
Equipped for lesson						
Effort						
General Behaviour						
Completion of homework						
<b>Teacher sign</b>						
<b>Additional comments:</b>						

Date	P1	P2	P3	Form	P4	P5
Equipped for lesson						
Effort						
General Behaviour						
Completion of homework						
<b>Teacher sign</b>						
<b>Additional comments:</b>						



*Upper Wharfedale School*

## SLT A2L WEEKLY REPORT CARD

Name:	Tutor Group:
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Reporting daily to (staff):
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Reason for report:
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Targets:	Lesson Time Zones:
1)	1) 1 <sup>st</sup> 20 minutes
2)	2) 2 <sup>nd</sup> 20 minutes
3)	3) 3 <sup>rd</sup> 20 minutes

Note to teacher:  <b>Please provide A2L mark (1-4) overleaf based on Targets / Time Zones</b>
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DATE	Lesson 1 T1:	Lesson 2 T1:	Lesson 3 T1:	Lesson 4 T1:	Lesson 5 T1:
	T2:	T2:	T2:	T2:	T2:
	T3:	T3:	T3:	T3:	T3:
	Staff:	Staff:	Staff:	Staff:	Staff:

Additional Comments

DATE	Lesson 1 T1:	Lesson 2 T1:	Lesson 3 T1:	Lesson 4 T1:	Lesson 5 T1:
	T2:	T2:	T2:	T2:	T2:
	T3:	T3:	T3:	T3:	T3:
	Staff:	Staff:	Staff:	Staff:	Staff:

Additional Comments

DATE	Lesson 1 T1:	Lesson 2 T1:	Lesson 3 T1:	Lesson 4 T1:	Lesson 5 T1:
	T2:	T2:	T2:	T2:	T2:
	T3:	T3:	T3:	T3:	T3:
	Staff:	Staff:	Staff:	Staff:	Staff:

Additional Comments

DATE	Lesson 1 T1:	Lesson 2 T1:	Lesson 3 T1:	Lesson 4 T1:	Lesson 5 T1:
	T2:	T2:	T2:	T2:	T2:
	T3:	T3:	T3:	T3:	T3:
	Staff:	Staff:	Staff:	Staff:	Staff:

Additional Comments

DATE	Lesson 1 T1:	Lesson 2 T1:	Lesson 3 T1:	Lesson 4 T1:	Lesson 5 T1:
	T2:	T2:	T2:	T2:	T2:
	T3:	T3:	T3:	T3:	T3:
	Staff:	Staff:	Staff:	Staff:	Staff:

Additional Comments

Review with member of SLT	
Comments:	
Staff Signature:	
Parent Signature:	



**REPORT CARD MONITORING SHEET – please record the number of 3 / 4’s record on report card for each criteria, on a daily basis**

<u>NAME</u>	<u>DATE</u>	<u>3</u>	<u>4</u>
		Equipment – Effort – Gen Beh – Homework -	Equipment – Effort – Gen Beh – Homework -
		Equipment – Effort – Gen Beh – Homework -	Equipment – Effort – Gen Beh – Homework -
		Equipment – Effort – Gen Beh – Homework-	Equipment – Effort – Gen Beh – Homework-
		Equipment – Effort – Gen Beh – Homework-	Equipment – Effort – Gen Beh – Homework-
		Equipment – Effort – Gen Beh – Homework-	Equipment – Effort – Gen Beh – Homework-

Next steps discussed with SST and student .....

Signed ..... (form tutor)