Upper Wharfedale School

Positive Attitude to Learning Policy

Person Responsible:	Mrs H Mukherjee	Frequency of Review:	2 Year
Authorisation By:	Headteacher	Notice Date:	31/12/2019
Authorisation Date:	31/01/2018	Review Due By:	31/01/2020

1 "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.

2 Aims

The main aims of the PA2L policy are to:

- Encourage a praise culture between staff and students
- Promote our vision of creating:
  - o Successful, lifelong learners
  - o Confident individuals
  - o 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.

3   Positive Behaviour

All staff will strive to:

- **Be Specific -** Constructive feedback to students
- **Be Sincere -** No empty praise and 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?**
  - o Reward effort – not perfection
  - o Reward risk and progress
  - o Applaud persistence
  - o Break tasks down into small steps
  - o Acknowledge 'learning' rather than 'work'
  - o Honour time invested

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

- Positive comments on Class Charts
- A weekly 100% attendance positive
- Letters home for outstanding attendance & most improved (termly)
- Departmental postcards home
- Letters home/e mails for outstanding A2L
- Headteacher special recognition

4   Class Charts

We use Class Charts at Upper Wharfedale School. Class Charts is an online system which teachers use to track attitude to learning and behaviour throughout the school day.

It allows us to celebrate the many positive moments in school and allows us to quickly record these. The system encourages learning behaviours that go above and beyond expectation.

Senior staff and form tutors are informed when students achieve three or more positive comments in a week.

Additionally we use it to recognise positive behaviours outside of the classroom e.g. sporting representation.

It also allows us to easily identify those students who are not on track or are receiving negative comments more easily than in the past.

We believe in working closely with parents and carers and one of the key benefits of using Class Charts is that we are able to securely share your child(s) achievement and behaviour report with you and so keep you and the student up to date in real-time. Each parent and student has their own access code issued by the school.

5   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 the 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**.

6   Negative behaviour - Roles and Responsibilities

The procedure outlined in this 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.

6.1   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 policy.
- Display classroom routines/rules clearly in each classroom.
- Are punctual and well prepared.
- Show courtesy, respect and care for all students and colleagues.

7   Preventing Disruption to Learning

7.1   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.

7.2   Classroom Protocol

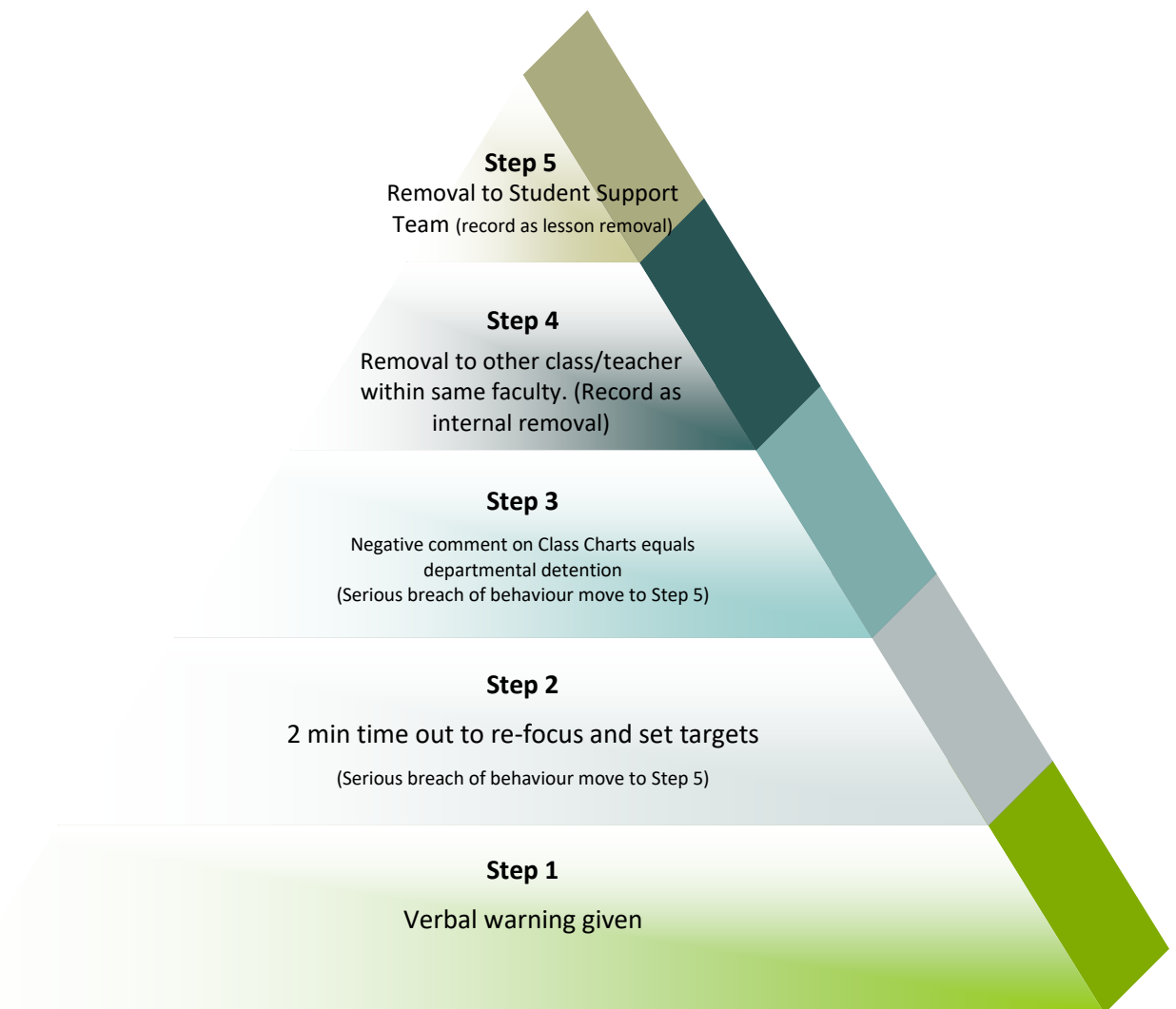The classroom protocol below is paramount to the overall success of the school.

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.

- Ensure that students have planners, lanyards and equipment on desks at start of lesson. Anyone without a planner at the start of period 1 must be sent to AT/SS/HM to collect an orange planner sheet which must be dated or to Mrs Mukherjee to collect a temporary lanyard. Students will receive a SST lunchtime detention for 2 consecutive days or every three planner sheets/ temporary lanyards issued (per term). Students will receive an SLT detention for any temporary lanyard not returned at the end of the school day.

- 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.

7.3   Classroom Management

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

Step 5
Removal to Student Support
Team (record as lesson removal)

Step 4
Removal to other class/teacher
within same faculty. (Record as
internal removal)

Step 3
Negative comment on Class Charts equals
departmental detention
(Serious breach of behaviour move to Step 5)

Step 2
2 min time out to re-focus and set targets
(Serious breach of behaviour move to Step 5)

Step 1
Verbal warning given

7.4   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 Class Charts / issue detention and record in planner
- Discussion with SEND department

7.5   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 – please see timetable.

The classroom teacher records the incident on Class Charts (internal removal) and result in a SLT lunchtime detention. We do not record a negative and an internal removal.

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. These incidents will be dealt with when appropriate by members of SLT or Student Support. 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 Class Charts (lesson removal external) and under normal circumstances, students who are removed will be placed in an SLT extended lunch detention. Three extended lunch detentions in one term will trigger a day in isolation. We do not record a negative and an external removal.

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 <u>must not</u> 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 office to alert a member of the Student Support Team.

7.6   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 / Inclusion Co-coordinator (For students with additional needs) who may involve outside agencies if necessary).

8   Breach of Uniform Policy

Parents will be contacted if the uniform policy is breached and sanctions will be issued dependant on the severity and repetition.

9   Isolation

Students will be isolated for **serious and/or repetitive,** negative behaviour, and following this may 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 one day.

10   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 SLT Tuesday / 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 SLT on a daily basis.

11   Student Planner

The planner is provided by school to record home learning.

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.

12   Tutorial Time

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

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

During the weekly Positive Attitude to Learning (PA2L) tutorial, students and form tutors should…

Students

- 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:

- A full weeks attendance will attract one attendance positive per week
- Monitor number of negative comments on class charts and set targets as necessary – may trigger Pastoral A2L Weekly Report Card (see below)
- ** NB ** 3 negative comments or more = SLT lunchtime detention issued by SST
- Discuss issues and follow up any recurring problems with relevant curriculum leader
- Discuss appropriately and target attendance % rates from September to date.
- Phone call home IF the planner is becoming a concern
- Monitor school uniform
- Ensure all students are equipped

12.1 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.

12.2 Report Cards

12.2.1 Pastoral A2L Weekly Report Card (Green)

These cover each lesson over a five day period and require subject teachers to provide an overall mark (A-D) 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. 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 A & B)
- 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 C & D).

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.)

12.2.2 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 A-D 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.

12.3 Other Activities - PLEASE SEE THE TUTOR TIMETABLE

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

13 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, SLT 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 positives 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

14 Anti-Bullying

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.

Further information about Anti-bullying can be found in the Anti-Bullying Policy.

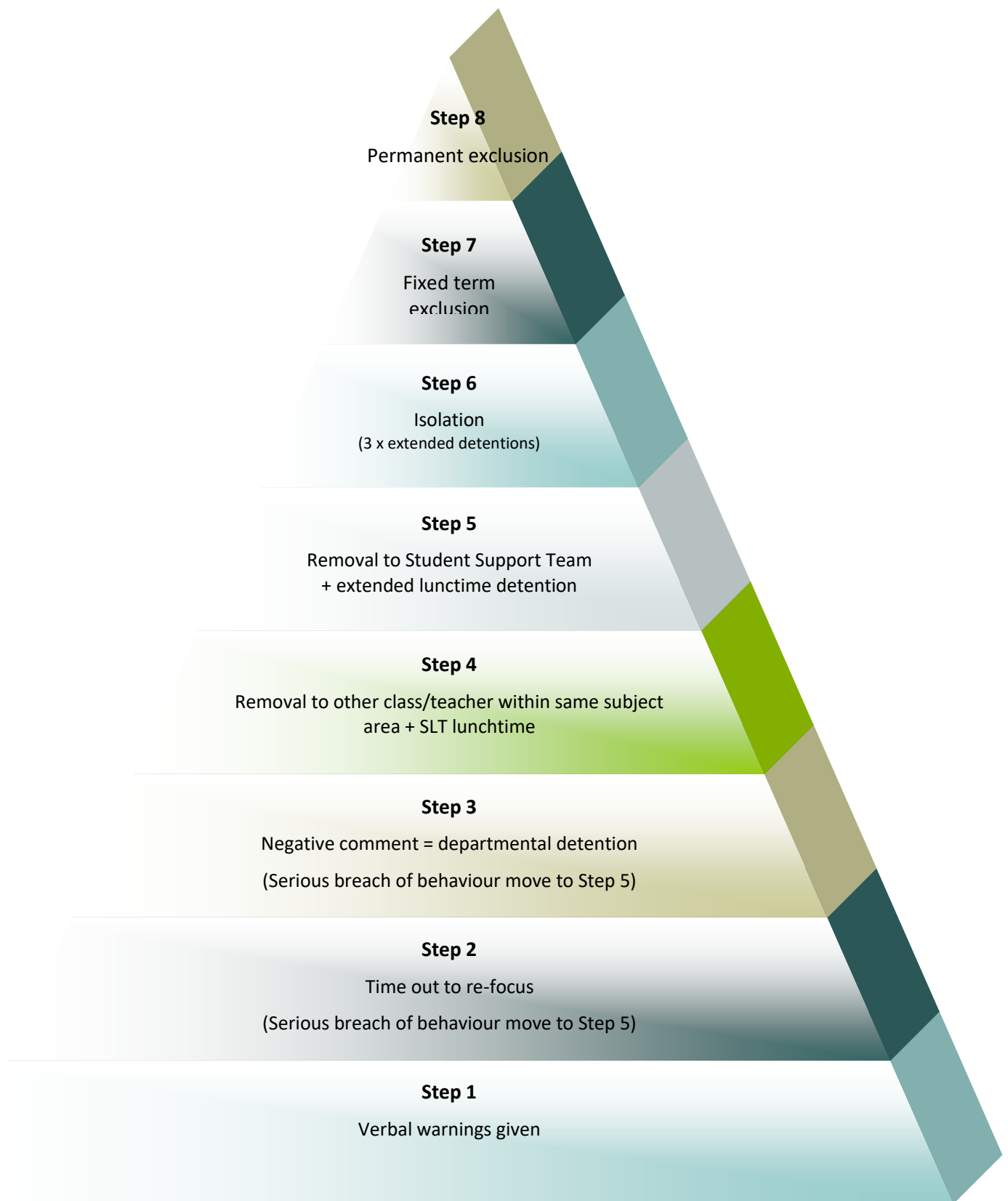## 15 Positive Parental Partnership

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 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.

16 Appendix 1 – Effort for Learning Examples for Students

OUTSTANDING	A	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
GOOD	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
INCONSISTENT	C	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
IMPROVEMENT NEEDED	D	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

17 Appendix 2 – Sanctions Pyramid

Step 8

Permanent exclusion

Step 7

Fixed term
exclusion

Step 6

Isolation
(3 x extended detentions)

Step 5

Removal to Student Support Team
+ extended lunctime detention

Step 4

Removal to other class/teacher within same subject
area + SLT lunchtime

Step 3

Negative comment = departmental detention

(Serious breach of behaviour move to Step 5)

Step 2

Time out to re-focus

(Serious breach of behaviour move to Step 5)

Step 1

Verbal warnings given

18 Appendix 3 – Isolation Contract

Upper Wharfedale School

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 Positive Attitude to Learning 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 _____

19 Appendix 4 – Isolation Behaviour

Level 1	Level 2	Level 3
First warning	First warning	**First warning**
Second warning	**Second warning**	
Third warning		

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, e.g. tapping)

SECOND WARNING EXAMPLES

- refusal to work
- making excessive distracting noises
- defiance
- rudeness
- inappropriate language.

THIRD WARNING EXAMPLES

- damage to equipment