

Attitudes for Learning Policy

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Aims and Intent

We intend to support our students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. Positive attitudes are paramount to this aim. At Wapping High School positive attitudes will be rewarded on an equal footing to academic achievement.

- Our school will be innovative and exciting with a curriculum that is student centred and tailored to individual needs and where all students will make outstanding progress.
- Our students will have a clear sense of responsibility, belonging and social awareness. From this their attitudes to learning will be positive and aspirational.
- Our staff will be excellent teachers, caring mentors and critical friends, expecting the best from everyone and supporting them to achieve it.
- Our school will be safe, healthy and happy and prepare every student for a successful life in the 21st century

Objectives of this policy

- To ensure all students achieve their full potential.
- To achieve local and national renown for the integrity, honesty, strength and intelligence of our students.
- To develop best practice.
- To ensure consistent practice.
- To set out clear expectations for students, parents and staff.

Positive Attitudes for learning

Students and staff will be encouraged to develop inquiring minds with a life-long love of learning. Self-discipline, enthusiasm, confidence and engagement are paramount to this aim. There will be a



clear code of conduct that will underpin the culture of the school. The expectation for all members of the school community will be to display excellent attitudes for learning. Failure to meet these clear expectations will never go unchallenged and will always be addressed in an appropriate manner.

The school will build upon the diverse background of every child. Alongside academic achievement and attainment, the learning and teaching of practical, vocational, entrepreneurial, artistic, sporting, social and emotional skills will be highly valued.

At Wapping High School we believe that a student who is motivated, encouraged and made to feel worthwhile will choose to learn and as a consequence behave positively.

Student expectations

- Positive attitudes for learning will be a clear goal for every student.
- Students will be expected to treat all others with respect at all times
- Students will be expected to select appropriate behaviours for different occasions, venues and audiences
- Students will be expected to place value on the happiness of other as well as themselves and show this through their day-to-day actions
- Students are expected to prioritise their learning more highly than anything else
- Students are expected to follow the guidance of any member of staff with respect. They can expect to be able to discuss the reasons for the guidance, provided that they act in a responsible manner at all times
- Students are expected to manage their learning time positively and to be in attendance at school and in all learning situations to which they are scheduled or directed

Staff expectations

All staff will be expected to demonstrate exceptional attitudes so that students can learn by example. Staff members will be expected to be:

- Able to listen actively,
- Consistent, honest, objective and principled
- Empathetic, polite and respectful
- Organised, punctual and reliable
- Positive

Staff members will respond to students who disrupt other students' learning or well-being by:

- Intervening calmly but decisively.
- Taking an objective, tolerant approach which focuses on resolving problems and preventing future conflicts.
- Requiring affected parties to work together to find solutions so that students, under the mediation of trained staff, take full responsibility for sorting out situations that they may have created.
- Recording all rewards, sanctions and interventions in line with school expectations.
- Recognising that developing a positive ethos is everyone's responsibility.

- Ensuring that reward and sanction are exercised fairly, appropriately and upon the right individuals and that rewards are more prevalent than sanctions
- Ensuring that unacceptable attitudes are referred swiftly and effectively to the relevant adult in the school structure
- Contributing to the school systems for monitoring outcomes within subject and house teams

Actions related to attitudes for learning

All actions will be recorded in the individual student records in the MIS, ensuring that they can be rewarded, sanctioned or used as a basis for intervention as appropriate.

Systems for how these actions will be realised will be clearly displayed in the school, discussed regularly in a range of settings and made available to parents to ensure that expectations are clearly shared.

Reviews of systems for rewards and sanctions will fully involve the Student Council and the Staff Council to ensure complete understanding and ownership.

Students, parents and staff will be kept informed of any actions relevant to them and of any developments in systems following reviews.

Rewards

The celebration of positive attitudes and achievements must be regular and meaningful, formal and informal. All kinds of achievement should be recognised at an individual, group and whole school level as appropriate.

Examples include (but are not limited to):

- Outstanding learning achievement
- Significant contribution to the school, another individual or group or the wider community
- Marked improvement in academic attainment
- Act of exceptional kindness or consideration
- Marked improvement in attitude
- Marked improvement in effort,
- Outstanding attainment such as sporting success or academic competition success

Rewards allocated to the range of achievements will be devised to represent real emotional value to the recipients and reflect a hierarchy of achievement to support all striving to improve all the time.

Sanctions

As a community-focused school we endeavour not to exclude our students; every student should have a strong sense of belonging. Our staff will provide very clear guidance for our students and their families. All sanctions related to unacceptable attitudes and behaviours will be actioned promptly and consistently. The systems for applying sanctions will be developed and agreed with the student Council and Staff Council to ensure that they are clear and that expectations are understood by all.

Examples include (but are not limited to):

- Verbal warning to student
- Discussion of responsibility with teacher/tutor
- House Tutor informed, Headteacher Informed,
- Written warning to parents and carers,
- Loss of free time – detention,
- Loss of enrichment (eg Sport)
- Exclusion from School

Interventions

At Wapping High School we believe that the underlying roots and causes of disruptive behaviour should be addressed by understanding the student as an individual. Emotional and health issues should be carefully resolved and further social education should be provided as required. Just as we do not punish students for making errors in their classwork, we will try to avoid relying solely on sanction of poor attitudes. There will be a focus on coaching and mentoring interventions, working with students to look for ways to solve problems to improve their behaviour and attitudes. External agencies will be used where appropriate to a particular need following the completion of a Common Assessment Framework referral with student and parents.

The success of our personalised learning ethos is dependent on the quality of the relationships between all members of the school community. There will be a focus on developing strong relationships between students, parents and staff that are based on respect and mutual aspiration.

Monitoring

- Throughout the academic year the Senior Leadership Team will review all records of reward and sanction, analysing related to a variety of groupings including age, gender, ethnicity and ability to ensure that systems and processes are being implemented equitably and effectively.
- Throughout the academic year the House tutors will continually monitor individual records ensuring that patterns are identified and actions are being implemented equitably and effectively.
- Evaluations of rewards, sanctions and interventions will be reviewed termly by the Learning, Curriculum & Assessment committee of the Governing Body.
- The committee will be provided with the findings of any review of this policy.