
Attitudes to Learning & Rewards Policy

School Policy Statement

Date Created:	Review Frequency:	Review Date:	Ratified By:	Date Ratified:
February 2014	3 Yrs	February 2017	Headteacher	February 2014

Contents

1.0 Introduction	Page 3
2.0 Aims and Intent	Page 4
3.0 Positive Attitudes for Learning	Page 4
4.0 Actions Related to Attitudes for Learning	Page 4
5.0 Attitudes for Learning and Rewards	Page 4
5.1 House Points	Page 5
5.2 Postcards	Page 5
5.3 Annual Celebration of Achievement	Page 5
6.0 Attitudes for Learning and Sanctions	Page 5
6.1 Interventions	Page 5
6.2 Classroom Management	Page 6
7.0 Monitoring	Page 8
8.0 Our Classroom	Page 9
9.0 Our School & Community	Page 10

1.0 Introduction

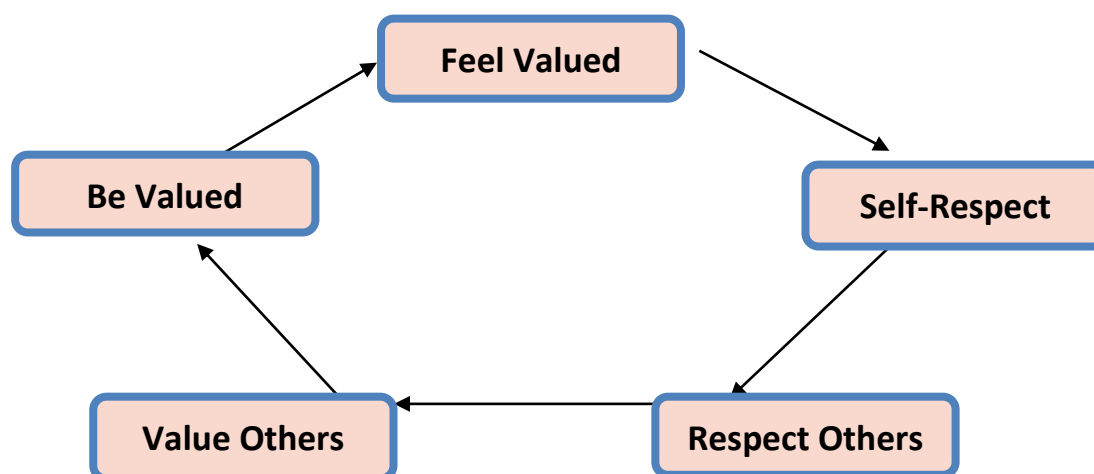
At the heart of this policy is the concept of mutual respect between all members of the school community.

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we support systems with high expectations of learning, which value individuals and celebrate their progress. Similarly, while it is important that boundaries are made clear and sanctions are in place the emphasis in establishing a whole school policy should be on praise, recognising positive behaviour and the development of self-discipline.

This document sets out the framework for Wapping High Schools' approach to encouraging good behaviour, known as 'Attitudes for Learning'. This policy is the result of consultation and discussion with all staff students and Students. This policy is built on the foundations of existing good practice and seeks to address areas for development through strategies identified in the consultation process.

To nurture self-respect we must value effort and achievement on every level. It must involve trust, listening, understanding, giving and accepting responsibility, tolerance, encouragement and positive interaction.

Respect can be given, earned, kept and lost.



The framework will be successful in:

- Ensuring that all students, regardless of ability, age or gender are involved whenever possible, in the process of praise, recognition and reward.
- Ensuring all students achieve their full potential.
- Setting clear expectations for students, staff and parents.
- Achieving local and national renown for the integrity, honesty, strength and intelligence of our students.
- Allowing teaching and learning to flourish.

- Improving communication between staff, students and parents emphasising the pivotal role of the student planner.
- Providing greater understanding of the discipline process for students, parents, staff and governors.
- Providing greater consistency in our approach to praise, rewards and positive attitudes to learning.
- Developing best practice.

2.0 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

3.0 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.

4.0 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 staff 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.

5.0 Attitudes for Learning and Rewards.

The celebration of positive attitudes and achievements is a very important area as valuing effort and achievement is central to building respect and promoting positive attitudes and behaviour. Staff should seek to encourage, praise and reward all students, regardless of ability, age or gender at every

available opportunity. This must be regular and meaningful, formal and informal as it is a key foundation in all outstanding schools.

5.1 House Points

House Points can be awarded for, but not limited to, any of the following:

- Outstanding learning and 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.
- Students will be awarded one House Point for each week they achieve 100% attendance.
- Effort points achieved in the reporting system will be transferred pro-rata into House Points.
- Students will receive one House Point per week if their planner is clear of drawings, graffiti and without any negative comments from staff.

House Points will be recorded on Wapping High Schools' MIS, will be celebrated on the notice board in the café area and contribute to the following;

- Individual student House points certificates; Bronze 50 House Points; Silver 100 House Points; Gold 150 House Points; Platinum 200 House Points; Headteachers Prize 250 House Points.
- Student House Points will be recorded on their termly report.
- Weekly tutor group point's trophy awarded in House assembly.
- Half termly House trophy awarded in whole school assembly.

5.2 Postcards

Teacher/subject postcards will be used to recognise achievement in class and good community service on a weekly basis with each member of staff sending fifteen postcards per half term.

5.3 Annual Celebration of Achievement.

The culmination of Wapping High Schools rewards framework will be the annual Celebration of Achievement event which takes place in the last week of the academic year.

6.0 Attitudes to Learning and 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 in response to students who have fallen short of Wapping High schools 'Our Classroom' and 'Our School and Community' expectations. These expectations have been developed and agreed with the student Council and staff to ensure that they are clear and that expectations are understood by all. We expect the majority of students to work within these expectations and to become more self-disciplined as they mature settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

6.1 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 the 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 support 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. However, when students misbehave the following strategies will be implemented.

6.2 Classroom Management

Classroom teachers are expected to use a range of strategies to ensure all students experience a positive learning environment. The following strategies can be applied in the classroom and teachers should use their professional judgement to decide how they are utilised. The list is not exhaustive and teachers are encouraged to use other strategies that successfully establish a positive learning culture. The list is not necessarily hierarchical but it does start from non-intrusive strategies and move forward to more serious sanctions. It is an expectation that teachers employ the first five strategies before any referral is made to Head of House, Senior Leadership or the 'On Call' system is used.

Strategy One Non-Intrusive Strategies

Teachers should use non-intrusive strategies to encourage appropriate behaviour and reinforce 'Our Classroom' and 'Our School and Community' expectations i.e. praise, eye contact, having a private word, standing by student, expectation reminder, and use of name etc.

Strategy Two Verbal Warning

If a student fails to respond to strategy one, a verbal warning will be given. The verbal warning, though not recorded, has two clear purposes; to indicate to students that they have done or are doing something which is unacceptable and to form a link to strategy three. It is vital that students clearly understand the fact that they have received a verbal warning with the words "Verbal Warning" used by the member of staff. Staff must follow up the warning with teacher talk (a private discussion with the student about responsibility at an appropriate time).

Strategy Three Student moved within the classroom.

Occasionally students will continue to behave in an unsatisfactory manner despite the use of non-intrusive strategies and a verbal warning. When this situation arises the student can be moved to another area of the room.

Strategy Four Written Warning

A student who continues to behave unacceptably despite being moved in class can be given a written warning. This must be recorded in the appropriate page of the student planner with a brief comment, followed by staff signature. This means the student automatically loses their weekly House Point for their planner. Staff must follow up the warning with teacher talk (see above).

The first four strategies are very much seen as class room based strategies. Middle leaders could be notified at any time during the first four strategies. Once a student receives a written warning the appropriate middle leader must be contacted.

Strategy Five Department Support and Referral

At this point the class room teacher will come to the decision that a student is persisting and undermining the work of everyone in the room despite the use of prior strategies. At this point a student is likely to have caused considerable disruption and inconvenience. Alternatively it may be that a student behaves in such an unacceptable way that the teacher chooses to move straight to strategy Five. Though there is always the possibility of this occurring the school strongly stresses the importance of working through the strategies in an accumulative manner whenever possible.

The referred student will be sent to the designated department support teacher (or designated support subject for single teacher subjects) with a timed and signed note in the student planner stating "sent to department support". The referred student will bring work with them and will work in silence in an appropriate part of the room. Ideally the student will be debriefed immediately after the lesson although if this is not possible, the debriefing should take place at the earliest practical opportunity. Both members of staff will be present at the debriefing.

Strategy Six Teacher and Department Detention

Teachers and Subject Leaders may use this strategy in response to continuing student misbehaviour. Parents should be advised of the date and time in advance.

The use of strategies four, five and six must be recorded on SIMs behaviour log.

Strategy Seven Internal Exclusion

Internal Exclusion is an extremely serious sanction and only Heads of House in conjunction with Senior Leadership can implement Internal Exclusion. A record of the Internal Exclusion will be kept in the student's personal file and a letter will be sent to parents. It may also be worth noting that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction (See Appendix 1 Page 11).

Strategy Eight - Fixed term Exclusion and Contract.

Students who reach more than three Internal Exclusions or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction (See Appendix 1 Page 11) will be excluded from school on a fixed term basis. All students who receive a Fixed Term Exclusion are placed on report with appropriate targets when they return to school. The report is administered by the Head of House who will also consider any necessary support from outside agencies.

Strategy Nine – Permanent Exclusion.

Permanent Exclusion is the most serious sanction and will only be used where all support and interventions strategies have been employed without an improved response from the student.

7.0 Monitoring

- Throughout the academic year the Senior Leadership Team will review all records of rewards and sanctions, with analyses focussing on 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.

Our Classroom

- **Students will arrive on time, fully equipped, with their student planner and ready to work.**
- **Students will behave in a positive way that contributes towards a learning culture.**
- **Students are expected to work hard and enjoy their learning with teachers planning engaging lessons.**
- **Students will be rewarded for their hard work and progress.**
- **Teachers and students will show mutual respect for each other.**
- **All outdoor clothing and bags must be left in the bag storage area and your planner, equipment and books, should be on your table.**
- **Students should sit where requested to and remain seated.**
- **Students should be polite and follow staff instructions at all times.**
- **Always do your best without disturbing others, be considerate to others at all times and keep your hands, feet and comments to yourself**
- **Students should listen carefully when the teacher or another Student is talking or giving feedback.**
- **All students should put their hand up if they wish to speak and wait for the teacher to acknowledge them.**
- **Make sure your homework is recorded in your planner, complete it to the best of your ability and hand it in on time**
- **Eating in class is not permitted but students are encouraged to keep hydrated with water at all times.**

These expectations have been compiled as a result of consultation with students and staff.

Our School & Community

- **We will always be organised for school to support our learning culture.**
- **We will walk around school sensibly and quietly. For safety reasons keep to the left on the stairs.**
- **We will arrive on time to lessons.**
- **When lining up e.g. for lunch, we will form a single line: and we won't push or push in and we will behave considerately towards others.**
- **We will be polite and follow staff instructions at all times.**
- **We will eat and drink in the right place and right time and refrain from asking to borrow money or food from other students.**
- **We will respect our school environment, not cause damage, drop litter or graffiti.**
- **We will show respect and consideration for all members of our school community, be polite, not use offensive language or spit and we will behave appropriately at all times.**

These expectations have been compiled as a result of consultation with students and staff.

Appendix 1

Our Classroom Strategies	Support and Monitoring Procedures	Our School & Community Strategies	Support and Monitoring Procedures
<ul style="list-style-type: none"> • Non-intrusive strategies e.g. 'a quiet word' • Verbal Warning • Student moved within the classroom • Written Warning • Department Support and Referral • Teacher and Department detention 	<ul style="list-style-type: none"> • Teacher talk • Note in planner • Telephone call home • Meeting with parent • Referral to tutor • Subject report • Letter home • Referral to Head of House 	<ul style="list-style-type: none"> • Non-intrusive strategies e.g. 'a quiet word' • Verbal Warning • Written Warning • Removal of enrichment • Community service • Tutor detention • Head of House detention 	<ul style="list-style-type: none"> • Teacher/tutor talk • Note in planner • Telephone call home • Meeting with parent • Tutor report • Head of House report • SLT report • Pastoral Support Plan

Strategy	Linked behaviours which could result in the implementation of the strategy	Support/Monitoring
Strategy 7 Internal Exclusion	<ul style="list-style-type: none"> • Use of abusive language • Fighting • Persistent breaches of the schools Attitudes for Learning Policy • Racial or sexual comments, abuse or harassment • Rudeness to staff • Open defiance • Continual detentions 	<ul style="list-style-type: none"> • Report to Head of House • Subject Report • Tutor Report • SEND Referral • Letter Home
Strategy 8 Fixed term Exclusion and Contract	<ul style="list-style-type: none"> • Verbal abuse of staff • Physical obstruction/intimidation of staff • Persistent breaches of the schools Attitudes for Learning Policy • Possession of drugs or alcohol abuse • Theft and/or vandalism • Assault on a pupil • Racial or sexual comments, abuse or harassment • Repeated low level bullying 	<ul style="list-style-type: none"> • Contract with Head of House • Report to Head of House/SLT • Governors Hearing • CAMHS • SEND Referral • Outside Agency Support • Pastoral Support Plan • Reintegration meeting • Managed move
Strategy 9 Permanent Exclusion	<ul style="list-style-type: none"> • Assault on staff • Supplying drugs • Racial comments, abuse or harassment • Sexual comments, abuse or harassment • Premeditated victimisation • Violent or dangerous behaviour • Gang related behaviour • Persistent breaches of the schools Attitudes for Learning Policy • Possession of an offensive weapon 	<ul style="list-style-type: none"> • Alternative Provision • Governors Hearing • Independent Review Panel