

# Wapping High School

## Attitude for Learning Policy

Adopted: June 2017

Review date: June 2018

Wapping High School promotes an inclusive ethos, in which diversity of need and ability is acknowledged and nurtured. Every aspect of school life is guided by a strong underlying ethical code, encouraging social awareness to help students understand and meet with confidence the challenges of a diverse and changing society and the world of work. Through building positive attitudes for learning and a strong sense of personal responsibility, our students develop as flexible, resourceful and independent learners, ready for successful lives. Wapping High School is deliberately small and has a strong sense of school community.

Students from all years are organised into vertical 'houses' to encourage interaction across the school. Teachers know all their students individually. Families form part of the school community and are fully involved with their children's education. Parents, students and school work closely together to ensure that every student is expected to achieve highly and does so.

Wapping High School's ethos and values ensure that children are safe, healthy, positively contribute to their whole community, and achieve economic and academic well-being in adult life. Importantly, all students must enjoy attending school and be deeply engaged in their learning and this is in line with our ASPIRE values which will allow each child to raise their aspiration and broaden horizons.

**A- Attitude.** We believe passionately that learning never stops and that with the right attitude, everyone can succeed and that no one should stand in the way of that.

**S- Self Awareness** Our education is student-centred we will support each student in making informed choices about their behaviour and will support those where this is not met. Our staff are excellent teachers, caring mentors and critical friends, expecting the best from everyone and supporting them to achieve it.

**P- Pride** We believe that pride is a trait which supports and helps you to improve yourself. We want students to feel proud of their learning and achievements and pride will allow them to evaluate their learning and develop this further.

**I- Innovative.** Our school is innovative and exciting with a curriculum that is student centred and tailored to individual needs and where all students will make outstanding progress.

**R- Respect.** Our students have a clear sense of responsibility, belonging and social awareness. From this their attitudes to learning are positive and aspirational.

**E- Engage.** Our school is safe, healthy and happy and prepares every student for a successful life in the 21st century and allows each child to reach and exceed their goals.

## 1. Aims

At Wapping High 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 students will develop resilience.
- 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 21<sup>st</sup> century

## 2. Rationale

- To ensure that all students, regardless of ability, age or gender are involved whenever possible, in the process of praise, recognition and reward.
- To ensure all students achieve their full potential.
- To set clear expectations for students, staff and parents.
- To allow teaching and learning to flourish.
- To improve communication between staff, students and parents emphasising the pivotal role of the student planner.
- To provide a greater understanding of the discipline process for students, parents, staff and governors.
- To provide a greater consistency in our approach to praise, rewards and positive attitudes to learning.
- To develop best practice.

## 3. Standards of behaviour

### 3.1 School

The school understands that the first step in achieving good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable students may face. Staff are trained to deal with behavioural strategies as part of their continual professional development, and are well informed of the extent of their disciplinary authority.

We work with parents to support their children. We believe that behaviour boundaries, sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at

lunch times, to check that students are using the school building respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this Attitude for Learning policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. Learning passports will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's special educational needs policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

### 3.2 Students

The school expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or parenting contracts. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The school asks that pupils carefully read and then sign a **home-school agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"
- theft
- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

### 3.3 Parents

Parents play a key role in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the **home-school agreement** to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

## 4. School rules that apply at all times to all members of the school community

- Always be on time.
- Keep your appearance smart and tidy, and wear clothing which is comfortable and appropriate to a place of work.
- Rude, derogatory, racist, homophobic or defamatory language will not be tolerated.
- Be considerate of your peers and the extended community. Do not run through the open learning areas and stairwells, do not shout out during lessons, or shout to one another from classrooms, or when in public places.
- Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the school, and to members of the general public.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Unauthorised absence from school will not be tolerated.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.
- The following items are not allowed in school under any circumstances:
  - Alcohol and drugs including “legal highs”
  - E-Cigarettes, Cigarettes, matches, and lighters
  - Chewing gum
  - Weapons of any kind
  - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
  - Mobile phones\*
- Gambling is not allowed on school property.

\*allowed but must be switched off and never visible

### 4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

### Prescription drugs

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

### Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to reception.

### Medication

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication. Further details around medication is set out in the “Supporting children with medical needs” policy.

## 4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

**All of these rules also apply when travelling to and from school.**

## 5. Bullying

Wapping High School wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our [anti-bullying policy](#) is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘bully’ will be told why it is being used
- consider a fixed term exclusion in cases of repeated bullying.

## 6. Disciplinary sanctions

[Section 91 of the Education and Inspections Act 2006](#) introduced a statutory power for teachers and certain other staff to discipline students. At Wapping High School we believe that students should be given the chance to reflect on the issues with their teacher. Wapping High operates using the following disciplinary measures:

Detention type	Can be issued for the reasons below.
Negative House Point	At the end of each day if a student has a negative house point they will remain

Detention	behind for 10 minutes for reflection time.
Late Detention Run by the PSO.	A student arrives to school after 8.30am will have a 30 minute detention on that day. Their Parent or Carer will receive a text message informing them.  <b>Two lates in a week will result in a Pastoral Detention.</b>
Head of Department Detention HoD detentions will take place on a nominated day of the head of departments choice for one hour.	If a student does not attend a subject detention they will be issued a Head of Subject Detention.  Students complete a reflection sheet which is filed.
Subject Detention Run by class teacher on nominated day for 30 minutes.	A teacher can issue a subject detention if a student has not completed homework or has displayed negative behaviour for learning in their lesson. <b>The parent will be informed by the class teacher.</b> This can be a phone call or a note in their planner.  Students complete a reflection sheet which is filed.
SLT Detention SLT Detentions can only be issued by the Pastoral Team, or a member of SLT. This detention takes place for 1 hour on a Friday between 3 and 4 pm.	<ol style="list-style-type: none"> <li>1) If a student has two lates in a week.</li> <li>2) Over three behaviour incidents in a week.</li> <li>3) A student had been issued a Red Alert in the week</li> <li>4) Another serious behaviour incident has occurred e.g. Bullying, verbal abuse etc.</li> </ol>

For banding of these see Appendix A

Sanctions are adapted relating to the seriousness and frequency of the behaviour.

### 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 Heads of House and tutors will continually monitor individual records ensuring that patterns are identified and interventions are put in place to support students and staff.
- 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.

To further support students we also have use of these reports:

<a href="#">Subject Report</a>	Any class teacher can place a student on subject report. Please inform your Head of Department and the Parent or Carer if you place a student on subject report for a half term.
<a href="#">Effort Mentoring Report</a>	If a student has a low score on their effort grade at the end of a module they may be placed on effort report from their Head of House/Tutor.

	The student will receive a <a href="#">letter</a> which will be posted home and will need to complete the report for an entire half term. It is the responsibility of the tutor to monitor this.
Positive Report (Green)	This report is issued by tutors as a means of monitoring behaviour and improving a student's attitude to learning. This reports lasts for two weeks or will be escalated to a Head of House report. These can be found in reception.
Head of House Report (yellow)	This report is issued by Heads of House as a means of monitoring behaviour and improving a student's attitude to learning if there was no improvement seen on the green Positive report. This report lasts for two weeks or will be escalated to a Pastoral red report. These can be found in Reception.
Pastoral Lead Report (Red report)	This report is issued by the Pastoral Lead if no improvement of behaviour was seen in Positive or Head of House report. This report lasts two weeks. If this report fails to be effective the student will be referred to the Headteacher and will be at risk of a fixed term exclusion. These can be found in Reception.
<a href="#">Inclusion Report</a>	When students are in the inclusion room they will be placed on a daily report. This will grade them on their progress for the time that they are in isolation both academically as well as their behaviour.
<a href="#">PSP</a>	Heads of House may place a student on a Pastoral Support Plan if the student is at risk of a permanent exclusion.

## 6.1 Searching and confiscation

Following guidance set out by the Education and Inspections Act 2006, our members of staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal, or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

## 6.2 Use of force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- causing personal injury to, or damage to the property of, any student (including him or herself); or
- prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

Wapping High does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the school premises – i.e., on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned.

## 7. Attendance

Regular attendance at school is required by law, and Wapping High School takes attendance very seriously. There is a register taken twice daily and at the start of each lesson. Disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the school's **attendance policy**.

## 8. Dress code

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in students, and reduces the risk of distraction in lessons.

At Wapping High School our students do not have to wear a school uniform as we want to create an imaginative learning environment, reduce barriers between individuals and encourage social awareness in our students. Our students need to understand and meet with confidence the challenges of a diverse and changing society and the world of work. Students are encouraged to adapt the formality and style of their dress appropriately according to events in order to prepare for their professional futures.

Although we wish for our students to express their individuality and be comfortable in what they wear, we want students to remember school is a place of work. Not all casual clothing is suitable for school and these guidelines will help students determine what is appropriate to wear to school. Clothing that works well for the beach, dance clubs, exercise sessions, and sports are not appropriate. Clothing that reveals cleavage, your back, your chest, your stomach or your underwear is not appropriate. Clothing should be clean, not have words, terms, or pictures that may be offensive or distracting to others.

- Jewellery must be discrete, earrings are allowed but studs only.. Body piercing is not acceptable other than small stud earrings due to the risk of injury to the wearer or others.
- Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate for school. Mini-skirts, skorts, sun dresses, beach dresses, shorts above mid thigh and spaghetti-strap dresses are also inappropriate.

- T-Shirts, polo shirts, sweatshirts and turtlenecks are acceptable attire for school if they violate none of the listed guidelines. Inappropriate attire includes midriff, belly or crop tops, shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops and spaghetti strap vest tops.
- Trainers, sandals, slip on shoes are allowed although heels are must not exceed 5cm. Platforms, flip flops, slippers that do not cover your toes are not allowed.
- Hats, hoods, caps are not appropriate in school. Head Covers that are required for religious purposes or to honor cultural tradition are allowed.
- Wapping High School has a PE kit that must be worn for both for internal PE and for school fixtures. Kit is available to order through the school office or the Tesco uniform website.

If clothing fails to meet these standards, as determined by the Head, the student may be sent home to change clothes and will receive a verbal warning for the first offense. Progressive disciplinary action will be applied if dress code violations continue.

A student friendly dress code is in all planners and students and families are requested to sign this at the start of the academic year.

## **9. Regulating student's offsite conduct**

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other students;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another student or member of staff;
- whether the misbehaviour was on the way to or from the school or the student was taking part in any school-organised or school-related activity; and
- if it was at a time when the student is in some other way identifiable as a student of the school or might be expected to act as an ambassador for the school.

## **10. Positive Attitude to learning**

Students and staff will be encouraged to develop inquiring minds with a lifelong love of learning. Self-discipline, enthusiasm, confidence and engagement are paramount to this aim. There will be a clear code of conduct (see Attitudes for Learning Appendix B) 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.

All actions will be recorded in the individual student records in the SIMs database, 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.

## 11. Rewards policy

The celebration of positive attitudes and achievements is a very important area and 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.

### 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 half termly report.
- Weekly tutor group point's celebrated in assembly in House assembly.
- End of term House award is given to tutor groups with the highest House points and best attendance. Form groups are awarded with a 'Pizza Party' on the last day of term.
- Students with over 50 House Points at the end of the year attend the reward trip.

### 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.

### 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.

## 12. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.

This policy will be reviewed annually