



Whitmore High School

Policy Documentation

Policy: Ethos for Learning

Responsibility for Review: Assistant Head teacher

Date of Last Review: March 2021

Ethos for Learning

Our Ethos for Learning Policy is designed to motivate children to enjoy the challenge of learning and to ensure that they develop good learning habits that will stay with them, long after they leave the school.

This policy is **VALUES-DRIVEN**.

Whitmore High School Values

- Our pupils understand that there are no shortcuts to success. They **WORK HARD** in every lesson and show a positive attitude towards learning.
- Our pupils welcome the opportunity to be challenged and to fail in lessons. Through this they develop **RESILIENCE**.
- Our pupils have **RESPECT** for others, understanding that everyone has the right to learn and succeed. Their actions must contribute to a positive culture for learning in the classroom.
- Our pupils take **RESPONSIBILITY** for their learning. They understand that they are accountable for every action.

Positive Learning Habits

Our system is designed to help students display great learning habits with students receiving a positive point when they display our key values of:

- **Working hard** and being **positive** towards their learning
- Being **resilient**
- Showing **respect**
- Taking **responsibility**

Whitmore High School – Learning Habits Policy

Our Learning habits policy is designed to motivate children to enjoy the challenge of learning and to ensure that they develop good learning habits that will stay with them, long after they leave the school. This policy is **VALUES-DRIVEN**. We sum up these values below:

Hard Work
Responsibility
Resilience
Respect

- Our pupils understand that there are no shortcuts to success. They **WORK HARD** in every lesson and show a positive attitude towards learning.
- Our pupils welcome the opportunity to be challenged and to fail in lessons. Through this they develop **RESILIENCE**.
- Our pupils have **RESPECT** for others, understanding that everyone has the right to learn and succeed. Their actions must contribute to a positive culture for learning in the classroom.
- Our pupils take **RESPONSIBILITY** for their learning. They understand that they are accountable for every action.

Not on time

At Whitmore, everyone is expected to be on time to school and to lessons. If a student is late, they are not showing **respect** to others whose learning is adversely affected.

Not Prepared

Pupils at Whitmore must take **responsibility** for being prepared for every lesson. If they are not prepared, they are not showing **respect** for other students who are having their learning affected.

Not on task

At Whitmore, the teacher will provide all the tools required to allow pupils to learn. By being off task during the lessons, pupils are not **working hard** and are not showing **respect** for others in the class. If they are struggling with the work, they must show **resilience** and use the resources provided rather than to give up.

Shouting out

Pupils learn at different rates. By shouting out, pupils are not showing **respect** for others in the class. Others may miss the teacher's explanation, not have the chance to finish their answer or be unable to ask their own question.

Answering back

Teachers at Whitmore have high expectations and want the very best for our pupils. Pupils must take **responsibility** for their actions and understand that points are given to help them improve their learning habits as opposed to punish them. By answering back, they are not showing **respect** to the member of staff or their fellow classmates as they will be missing out on valuable learning time.

Principles

Whitmore High School is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose across our School community and beyond. 'Whitmore High School Values' provide a framework to ensure our Core Values (Responsibility, Hard Work, Respect and Resilience) are embedded within our daily practice, scripts and routines. We fully believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment.

Aims

- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

These aims are supported by regular and appropriate in-service training; close parental and community links; student organisation which takes account of gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and School social events aimed at pulling together the different life experiences of groups within the community.

Reward systems are often defined by the specific subject area but these should include:

1. Values –Platinum, Gold, Silver, Bronze and Diamond500 Badge
2. Positive 'ClassCharts' entry for Resilience, Hard Work, Respect and Responsibility
3. P5 & P10
4. Departmental certificates using ClassCharts
5. Contact home through letter, phone or email
6. Pupil of the week/month recognised in assembly/ School Social Media Accounts/ WHS Website
7. Priority on school trips
8. Commendations on Awards evenings to celebrate achievement
9. Departmental prize using ClassCharts

10. Verbal Praise

Praise should be used far more often than warnings in the classroom situation. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching. It is essential that all positives are recorded on ClassCharts.

Practice

Acknowledgements

We want students to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging students for developing WHS Core Values.

Descriptive Verbal Praise

Around the School and in lessons, staff members use descriptive praise to signal to students that they are demonstrating WHS values. Teachers also ring home regularly; this is an opportunity to provide parents / carers with praise about their child. During appreciation assemblies, staff and students have the opportunity to thank and praise each other for exhibiting the School core values of hard work, trust and fairness. a) Pupil of the week

Each week, every member of the School staff nominates their 'Pupil of the week'. Students may be nominated for hard work, strong progress or for displaying a real commitment to the School or the local community. Student of the week nominations are announced in the following assembly, we also communicate this to parents. b) Progress & Effort Certificates

At the end of each cycle, two students from each class receive a certificate: one awarded for most progress and the other for consistently high levels of effort. These certificates are presented to students during our appreciation assemblies. c) Acknowledgement Event

3 times each year, students who have demonstrated excellent WHS Core Values are acknowledged with an invitation to our event. The Headteacher, Assistant Headteacher and HoY decide which students receive an invitation based on the number of corrections a student has received over the cycle and the student's attendance. 3 awards evenings for the Year.

d) Annual reports

Our annual report to parents provides an opportunity for students to gain recognition for their effort and progress across all subject areas over the academic year.

WHS Learning Habits

All members of staff are expected to actively promote and model the Whitmore High School (WHS) Learning Habits.

Learning Habit 1: Punctuality

At Whitmore, everyone is expected to be on time to school and to lessons. If a student is late, they are not showing **respect** to others whose learning is adversely affected.

Learning Habit 2: Not Prepared

Pupils at Whitmore must take **responsibility** for being prepared for every lesson. If they are not prepared, they are not showing **respect** for other students who are having their learning affected.

Continued disruption in one lesson may lead to students 'Crossing the Red Line' resulting in isolation or exclusion.

Learning Habit 3: Not on Task

At Whitmore, the teacher will provide all the tools required to allow pupils to learn. By being off task during the lessons, pupils are not **working hard** and are not showing **respect** for others in the class. If they are struggling with the work, they must show **resilience** and use the resources provided rather than to give up.

Learning Habit 4: No Shouting Out

Pupils learn at different rates. By shouting out, pupils are not showing **respect** for others in the class. Others may miss the teacher's explanation, not have the chance to finish their answer or be unable to ask their own question.

Learning Habit 5: No Answering Back

Teachers at Whitmore have high expectations and want the very best for our pupils. Pupils must take **responsibility** for their actions and understand that points are given to help them improve their learning habits as opposed to punish them. By answering back, they are not showing **respect** to the member of staff or their fellow classmates as they will be missing out on valuable learning time.

Learning Habit 6: Equipment

Students who wish to succeed always bring the right equipment to the School, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. For any important role in life, we need the right equipment and students need to make sure they provide it. We will have stationary on sale at reception each morning so that students can solve issues around lost equipment before lessons begin. Students are expected to bring the following to school:

- 2 black pens
- 2 green pens
- Black whiteboard pen
- Pencil
- Ruler
- Rubber
- Reading book
- PE Kit (on the days they have PE)
- A sensible School Bag

Learning Habit 7: No Mobile Phone

Mobile phone switched off and in bag at all times

Remind pupils about values and phones at start of lesson

If phone seen, place phone on teacher desk. Click Phone button on Class Charts.

SLT will come and remove phone

If not resolved, pupil placed in inclusion room

No need for confrontation as SLT will deal with the pupil. Staff are encouraged to keep teaching the lesson as normal.

- ClassCharts informs Parents/ Form Tutor/ Leader of Key Stage/ Assistant Headteacher for Ethos

3 Values Conduct in a lesson/ day

Pupil spoken to by a member(s) of the Ethos Duty Staff. This is a restorative approach and can also be used as a proactive strategy in managing students in school.

- ClassCharts informs Parents/ Form Tutor/ Leader of Key Stage/ Assistant Headteacher for Ethos

5 Values Conduct in a Day

Automatic Lunchtime Referral for Learning (24 Hours later)

- ClassCharts informs Parents, Form Tutor/ Leader of Key Stage/ Assistant Headteacher for Ethos

Truancy in and out of school

2 incidents of Truancy in a week- Automatic Lunchtime Referral for Learning (24 Hours later)

- ClassCharts informs Parents, Form Tutor/ Leader of Key Stage/ Assistant Headteacher for Ethos
- Meeting arranged with student and parents with Leader of Key Stage

Lateness and Punctuality

2 incidents of lateness in a day- Automatic Lunchtime Referral for Learning (24 Hours later)

5 incidents of lateness in a week- Automatic Lunchtime Referral for Learning (24 Hours later)

- ClassCharts informs Parents, Form Tutor/ Leader of Key Stage/ Assistant Headteacher for Ethos
- Meeting arranged with student and parents with Leader of Key Stage

Crossing the Red Line

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before an incident escalates into something more serious. A 'red line' may be given when:

- The student has not responded to being given a **WHS Values Conduct** and their behaviour has not improved; in this situation students should be asked whether or not they are going to 'Cross the Red Line'.
- The student has seriously challenged the dignity of a member of staff or another student at which point the teacher issues a 'Crossing the Red Line'.

When the 'Red Line' has been crossed the Assistant Headteacher/ Duty Staff (or Head of Year- if available) should be called upon to take the student out of the situation. The student will spend the rest of the day in isolation with a member of the **Ethos Team- Will explain**. Parents will be contacted. Students will not be allowed back into school until a parent has spoken to the Head of Year or Assistant Headteacher. There will be a restoration meeting with the member of staff who issues the 'Crossing the Red Line'. Staff at Whitmore High School will not hold grudges and students will be welcomed positively back into the learning environment following an isolation or exclusion.

Serious incident protocol

When a serious incident has occurred at the School, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents will be asked to attend the School to discuss the incident and possible ways of resolving the situation.

Whitmore High School Values Conduct- VC

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|----------------|--|
| Warning | □ First instance of off-task behaviour (e.g. talking during silent work, talking on the corridors) |
| Values Conduct | <ul style="list-style-type: none"> • Not responding to an off-task reminder • No equipment in lesson • Missing a deadline • Late to the School / lesson • Chewing gum • Using a mobile phone • Failure to follow the School dress code • Inappropriate language over heard by a member of staff • Misuse of school equipment • Dropping litter in the School • Plagiarism / copying |

| | |
|---|--|
| <p>Crossing the Red Line (Internal Isolation or External Exclusion)</p> | <ul style="list-style-type: none"> • Refusal to follow the School dress code (defiance) • Refusal to follow staff instructions (defiance) • Truancy • Use of any physical force in school • Damaging school property or another student's property • Sexual harassment • Inappropriate language directed at a member of staff • Failure to attend a correction session • Fighting with another student • Bullying • Abusive language to another student • Smoking on school grounds • Assaulting a member of staff • Dangerous behaviour (including bringing illegal items into the School) • Theft / handling stolen goods |
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The School may also use the following sanctions:

- 15 Minute Total –Lunchtime Referral for Learning restorative experience- **5-7 min Restorative experience**
- 20 minute Total -Afterschool Referral for Learning restorative experience- **5-7min Restorative experience**
- Limiting student access to Co-Curricular Electives sessions
- Removal of IT rights (e.g. email & internet School access)
- Confiscation of item/s
- Referral for Learning conversations for up to 10 minutes after school without informing parents
- Not allowing students to attend reward events & field studies
- Directing the student to an alternative provision / managed move

Role of the Classroom Teacher

It is essential that the classroom teacher provides a productive and positive learning environment in which all students are able to succeed. Strategies should include appropriate lesson design; stimulating and challenging learning activities; differentiated learning where possible; clear expectations for learning and behaviour; use of praise and rewards; defusing tense situations with a calm approach, using positive language whenever possible and administering firm, fair and proportionate sanctions. Assertive Discipline emphasises that students can choose a positive course of action and have the opportunity to modify their own behaviour. Whitmore High School places a strong emphasis on praise and reward and seeks to promote the positive actions associated with school life. We are committed to maintain a high level in standards of behaviour through our Ethos and Values, making sure we reward the positive whenever possible.

Role of the Head of Department (HoD)

It is essential that all Heads of Department take an active role in supporting their subject teachers through the maintenance of high standards of behaviour and learning in their subject area. Strategies should include monitoring of standards through checking schemes of work, book analysis, lesson observation, set and group analysis and liaison with Alenco to ascertain specific needs. The Head of Department must be seen to actively support the teachers in their department in accordance with the behaviour levels. It is essential that HODs make themselves aware of students who persistently behave in a manner that puts the learning of themselves and others at risk. This should be achieved in a number of ways:

1. To reinforce a consistent approach to assertive discipline amongst staff within their department.
2. To encourage their department to report severe classroom issues directly to the HOD.
3. HODs to make contact with parents by phone/letter/ Email/ ClassCharts App.
4. To utilise a departmental report in the short term for consistent behaviour issues.
5. To have clear departmental sanctions for pupils who achieve Crossing the Red Line (CTRLs) in lessons. (This can be extended for continues Low Level Disruption)
6. To support their department by offering a variety of Class and Behaviour Management strategies.
7. To report classroom issues to relevant Leaders of Key Stage outlining strategies already tried at a departmental level.
8. To see the use of the Crossing the Red Line system as a final measure of intervention.

Role of Leaders of Key Stage

Is to support all students within a specified year group from a framework of quality care, support and guidance in terms of a pupil's approach to learning within the classroom. The Leaders of Key Stage will support HODs where department level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of extreme behaviour where an immediate and more robust response is required. This can be achieved in a number of ways:

1. To set high expectations of attitude and behaviour through delivering assemblies.
2. To liaise with HODs when necessary to discuss issues with particular students and methods already tried by the department.
3. To support after school detentions with absence monitoring.
4. To administer the solution focused report system consistently.
5. To inform parents of behaviour/learning issues or successes by phone/letter/ Email.
6. To meet with parents when necessary.
7. To meet with identified pupils on a daily basis for target setting through the use of solution focused reports.
8. To meet on a daily basis with SMT line manager to discuss day to day actions and requirements.
9. To action all instances and outcomes on 'ClassCharts/ Sims'.
10. To prepare behaviour reports where needed for outside agencies.
11. To liaise with the attendance officer on a regular basis to identify issues of attendance.
12. To follow the bullying policy to monitor and record instances of bullying.
13. To celebrate positive behaviour explicitly with other members of staff, parents and students.
14. To compile evidence in support of SEMHP or outside agency referrals.

Role of Senior Management (SLT)

The role of senior management is to support the learning leaders, where a more centralised response is needed to behaviour issues; this will mean that current sanctions and strategies have failed to secure the necessary improvements and in cases of extreme behaviour where a particularly robust response is needed. SLT are responsible for the implementation of policies, the monitoring and evaluation of strategies together with the investigation of allegations and complaints. (In support of the Headteacher).

1. The role of the SLT is to be a visible presence to pupils and staff during lessons, break, lunch and after school.
2. To support all staff.
3. To follow the Ethos duty rota and support staff when serious behaviour needs action.
4. To compile reports to support referrals to the SEMHP or other educational organisations.
5. To support leaders of learning.
6. To meet parents when necessary to discuss behaviour and to set targets.
7. To keep staff informed verbally or by inputting actions onto 'ClassCharts/ Sims' system.

Role of the Headteacher

The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. The procedure arising from this policy will be developed by the Headteacher in consultation with the staff and students. The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school (staff and students) has a responsibility towards the whole community. The Headteacher will help create a culture of respect by supporting their staff's authority to manage student's behaviour, ensuring consistency across the school. The Headteacher will decide whether to exclude a student, for a fixed term or permanently, in line with the school's behaviour policy.

Role of the Governing Body

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour throughout the school. They will also ensure that the concerns of students and staff are listened to, and appropriately addressed.