

Relationships for Learning Policy



Chilton Trinity

Learning & Achieving Together

AIMS

- To create an environment where everybody can learn
- To promote good behaviour with rules that are understood by all
- To develop self esteem, self discipline and positive relationships based on mutual respect
- To ensure fairness and consistency in response to both positive and negative behaviours.

CORE VALUES

As a school community we have agreed that we must to strive to meet the following core values which underpin all relationships:

- Compassion
- Courage
- Hope
- Integrity
- Justice
- Respect
- Responsibility
- Wisdom

PHILOSOPHY

We believe we all need to

- Choose a positive attitude
- Be there for each other
- Make someone's day
- Rise to the challenge
- Be the best we can be

PRINCIPLES

- Management of behaviour is based on rights, responsibility, routines, rules, respect and consequences.
- Teaching and learning should promote good behaviour to enable students to succeed.
- Opportunities to celebrate success are planned and encouraged
- Rewards and consequences are consistently given and understood by all.
- Parents are involved in the partnership of supporting a student
- Students are encouraged to achieve and guidance to support improvement is clear.
- Students are encouraged to take responsibility and act independently.

RIGHTS AND RESPONSIBILITIES

At Chilton Trinity teachers have the right to teach
and students have the right to learn.

Everyone has the right to feel safe and the duty to show
respect to one another

PROCEDURES

Policy in practice – promoting good behaviour

Classroom Rules

The classroom rules are limited in number, fair, simple, clear and observable. They are displayed in all classrooms

- Do what you are asked when you are asked
- Listen in silence
- Keep your hands, feet, objects and unkind comments to yourself

Rewards and Consequences

The rewards and consequences are known to all through displays in all classrooms and are consistently applied across the school.

Creating a positive attitude towards learning is fundamental to the policy therefore flooding the school with positivity is the primary aim of the policy.

<p>When you get it right you can expect:</p> <ul style="list-style-type: none">• Verbal Praise• A House point in your planner• A phone call home from the subject teacher• A certificate from your Tutor, Pastoral Team Leader, the Senior Team• A letter from the Head• A reward trip place	<p>When you get things wrong you may get:</p> <ul style="list-style-type: none">• A verbal warning• Be asked to move seats• Be sent to another teacher's class• Which triggers a phone call home from the subject teacher• Seclusion from lesson
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REWARDS

Praise and rewards will motivate students to follow the rules

Staff should not take appropriate behaviour for granted. Praise will reinforce positive behaviours and enhance self-esteem. One way of getting all students to 'behave as expected' is to acknowledge the appropriate behaviour. Example 'Good, John, you have books out', 'It's great to see you waiting quietly'. These statements reinforce positive behaviour.

'Catch them being good'

Effective praise is :

- Personal
- Genuine
- Descriptive and specific
- Frequent and consistent

Praise and reward students through:

- Quiet praise
- Public praise (if appropriate)
- Notes in planner/exercise book
- Student of the week/month in lessons
- Giving them choices
- Giving them responsibilities
- Enabling them to earn rewards towards a special treat/trip
- Displaying their work
- Sending them to the Subject Team Leader/Pastoral Team Leader/Headteacher
- House points
- Letters home
- Sports trophies
- Postcards
- Certificates
- Celebration Evening
- Celebration Assemblies
- Photographs

Praise increases motivation and self-esteem and develops positive relationships
We must all use the system of house points to promote and acknowledge good behaviour.

Housepoints

All students have house point pages in their planners. House points can be awarded for a variety of positive behaviours.

As of September 2009 house points can be awarded for:

- Effort
- Progress against lesson objectives
- Homework/coursework
- Punctuality
- Community
- Behaviour

House points should be awarded throughout the term BUT BEHAVIOUR HOUSE POINTS ARE CUMULATIVE FOR GOOD BEHAVIOUR OVER TIME. Behaviour house points can therefore only be awarded in the final lesson of each house point week as on the school calendar. Behaviour house points are recorded separately on the house point pages in the planners.

Monitoring rewards

- Each student can collect House Points using their Planner
- Tutors keep a record of the cards completed
- Form Tutor to monitor that staff are awarding of House points and inform Year Leaders if there is concern.
- Year Leaders to contact Team Leaders if teachers within their department have not awarded House Points across a number of students. (there may be a very few students for whom even one House Point is not appropriate)
- Team Leaders to discuss the awarding of house points with individual staff involved and monitor for next House Point Week.
- Where a teacher continues to avoid issuing House points, Team Leaders need to discuss with SLT Link for further advice.

CONSEQUENCES

It is vital that all staff follow the correct sequence, that parents are informed of the incident and that it is recorded onto Schools Information Management System.

Movement to alternative classroom

- If warning and seat change has not changed behaviour the student needs to be sent to another classroom
- All subject leaders must provide their staff with alternative classrooms. Some federation negotiation may be needed.
- A copy of the alternative room provision must be available for visiting teachers
- No student should be placed outside the classroom
- Team Leaders will follow up with subject teacher to ensure phone call has been made and behaviour is logged on SIMs
- Team leaders will inform and discuss with Year Leader if student behaviour is persistent and if student should be on Subject Report.

Exceptions to the consequences procedure.

Where staff believe that the behaviour of a student is putting others in danger a member of the Senior Leadership Team should be contacted through the flyby system.

Rights and Responsibilities in the classroom

Teachers should :

- Use the House Point pages to reward students when they get things right
- Use praise throughout lessons and around the school
- Make phone calls home for those getting it right
- Use positive referrals
- Produce seating plans, where possible and appropriate arrange seating, eg boy/girl
- Get to lessons on time
- Meet students at the door, corridor or courtyard and see them in where possible
- Greet ALL students positively and by name if possible
- Learn students' names as quickly as possible, treat them as individuals
- Establish routines, which are clear
- Instruct students to get their pens, books etc, out including student planner
- Register students, expect them to sit quietly
- Prepare lesson plans in accordance to the school's policy
- Prepare extension/enrichment work
- Ensure a range of activities to take account of learning styles
- Praise students for positive behaviours, ratio 4 : 1 good guide
- Display students work
- Regularly agree classroom expectations
- Focus on primary behaviours
- Use rewards and consequences consistently
- Give a clear signal when silence is required
- Encourage all students to contribute
- Move around the classroom and regularly scan the room
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit poor behaviour
- Give students responsibilities
- Keep an appropriate learning activity going until the end of the lesson
- Ensure students are quiet at the end of a lesson and dismiss in an orderly manner
- Stand at the door, observing students in the corridor
- Model the behaviours you wish to see
- Separate the (inappropriate) behaviour from the student

Teachers have a responsibility to:

- Be good role models for young people (modelling appropriate behaviours)

- Be enthusiastic and positive
- Set clear boundaries
- Consistently implement school policies
- Create a positive and safe learning environment
- Set high expectations in relation to behaviour and standards including dress
- Plan and deliver stimulating and challenging lessons, taking into account individual learning styles and needs (see good lessons below)
- Celebrate success/achievement
- Use appropriate language (acceptable)

Good lessons promote good behaviour

Features of good lessons include:

- Calm entry and exit
- Lesson objectives made explicit and understood
- High expectations and challenge
- Instructions and explanations clear and concise
- Weaknesses in basic skills addressed
- A variety of activities to acknowledge different learning styles
- Independent and interdependent learning encouraged
- Students are well managed and high standards of behaviour are insisted upon

'Positive relationships are the key to academic achievement'

Students' Responsibilities

Students have **responsibilities**. These include:

- Getting to lessons on time
- Entering classroom quietly and taking coats off
- Wearing full school uniform as outlined in the planner
- Sitting where told by the teacher or any member of staff
- Having equipment and books for lessons, getting those out quickly and quietly, including student planners
- Following classroom procedures
- Following instructions given by the teacher or TA
- Settling to learning quickly
- Listening attentively to the teacher who will explain the lesson, what you are going to do, why and how
- Putting your hand up and waiting to speak
- Using appropriate language (acceptable)
- Listening to others' ideas and working co-operatively
- Caring for the classroom and resources, respecting others property
- Valuing individuals and their contributions to lessons
- Accepting responsibility for their behaviour

Rights and Responsibilities outside the classroom

Around the school and on school trips the school rules apply, as do our basic **rights** and **responsibilities**.

We also need to ensure :

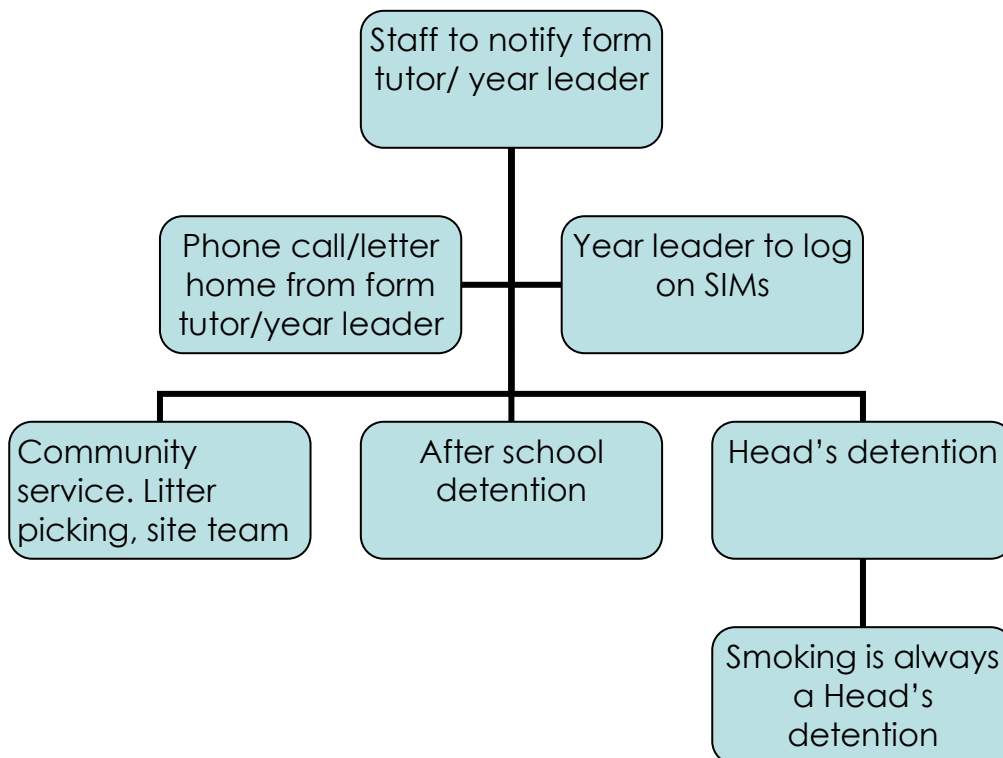
- We move around the school corridors/stairs by walking on the left
- We only eat and drink in the hall and outside where allowed
- We put all our litter in the bins provided
- We are polite and courteous to others. For example, we hold doors open for others
- We respect school facilities and resources
- When out on trips etc., we are excellent ambassadors for the school

Procedures

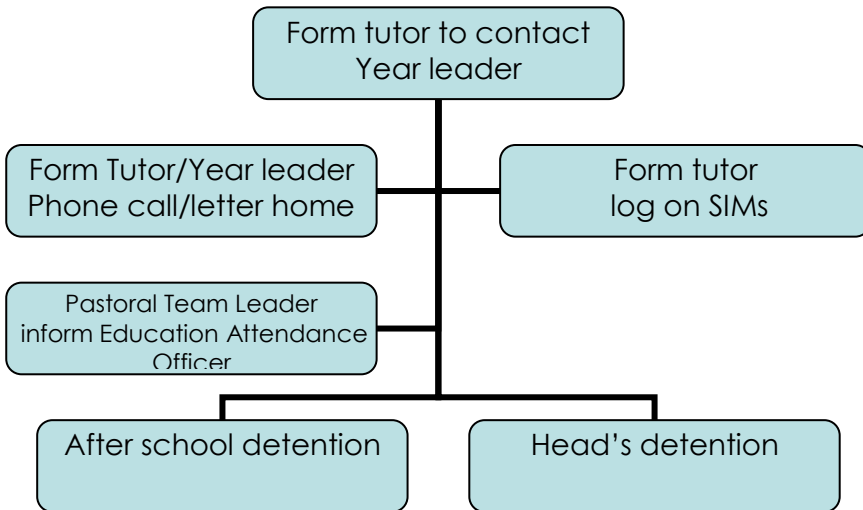
Lunchtimes and break times

- Students may only leave the school premises at lunch time if they have an approved Lunch Pass to go home
- Students who have activities may go into lunch first, (need a pass)
- Students eating lunch must remove their outdoor coats
- Students are expected to be well behaved and follow instructions given by duty staff and lunchtime supervisors
- Students are responsible for clearing away their plates, cutlery and litter
- Students are expected to line up for lunch in year group order
- Students are expected to eat their sandwiches in the dining hall/courtyard
- Litter should be put in bins; students who drop litter or eat around the school will be put on litter picking duty
- Eating is not allowed on the MUGA – they are for students to play football/basketball/netball

Consequences for poor behaviour out of Lesson Times



Lateness to registration am and pm



Consequences Impacting on Learning

Lack of equipment for lessons

- Equipment loaned for lesson, note in planner, form tutor informed.
- If continues, equipment loaned, note in planner, recorded, detention given
- Tutor should organise for a standard letter to go home.
- Tutor may put on a 5 or 10 day monitoring report and inform parents
- If no improvement tutor should formally refer to PTL who will take action

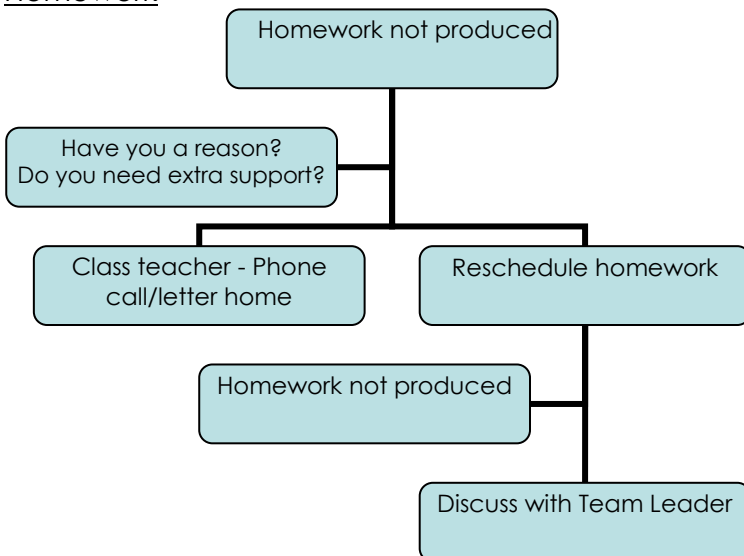
Late for lessons

Procedure for students arriving after teaching has started

Students will

1. Move to seat silently
2. Remain behind or return to teacher to discuss issue
3. Catch up work missed

Homework



Uniform Infringements

- Students not in full uniform.
- If continues tutor sends standard letter home or refers to Pastoral Team Leader who will contact parents.

Please note :

Issues during lesson time will generally be dealt with by subject teacher and Subject Team Leader. Pastoral Team Leader gets involved if the situation is serious or happening in more than one subject area.

Attendance issues and behaviour issues during tutor time and break and lunchtime are usually dealt with by the tutor, Pastoral Team Leader or Senior Leadership Team.

Restorative Approaches

Restorative Approaches aims to support young people who get into conflict with their peers or adults to resolve their difficulties. Staff can refer students for Restorative Conferences. Details on display in the staffroom.

The Enrichment Centre

Purpose : To provide an integral part of the support provision to students who have significant behaviour or learning difficulties to enable them to access mainstream education.

Students will be referred following consultation with the SLT or PTL with the SENCO.

There are specific entry and exit criteria and a detailed intervention programme. The centre will offer flexible provision from full time to withdrawal from specific lessons.

Students will work towards full integration in mainstream lessons within six weeks where possible.

Some students will work in the Enrichment Centre for a number of sessions each week on specific intervention programmes often around social skills.

Reintegration back into school e.g. students who have been on Home Tuition will begin their return to school via the Enrichment Centre

To implement the Relationship for Learning policy and to raise standards and expectations

Tutors are expected to :

- Monitor uniform, jewellery etc., on a daily basis
- Note concerns re behaviour from subject staff etc., and discuss with students
- Note good or improved behaviour, praise/reward students Deal with low level disruptive behaviours using the choices/consequences model
- Monitor student planner/equipment/detentions and check on report cards and as appropriate discuss with the PTL.
- Monitor lateness and absences
- Share concerns with the PTL
- Issue equipment report
- Issue punctuality report

All subject teachers are expected to deal with :

- Uniform infringements
- Lateness to lessons
- Lack of equipment
- Non completion of homework
- Low level disruptive behaviours
- Rewarding achievements, including good or improving behaviour

It is important that subject teachers praise/reward students for good or improving behaviour.

Team Leaders are expected to :

- Ensure the team implement the agreed relationship for learning policy consistently
- Follow up incidents of poor behaviour in their subject area
- Ensure incidents are recorded on SIMs
- Ensure parents have been contacted about the concern
- Support individual staff with strategies
- Plan with team a range of strategies
- Discuss concerns with PTL if there is a pattern of poor behaviour
- Request immediate support from PTL when appropriate
- Forward information re concern for students to PTL or SENCO as appropriate

Pastoral Team Leaders are expected to :

- Support duty system
- Support all staff in implementing the agreed Relationship for learning policy
- Ensure concerns from more than one subject area are followed up
- Issue appropriate reports/consequences
- Discuss concerns with the student
- Discuss issues with parents/carers
- Discuss concerns re individuals with the Deputy Head
- Monitor SIMs referrals and discuss behaviour with student, give after school detentions or trigger Head's detention, inform parents
- Liaise with the SENCO and other agencies to support students in adopting appropriate behaviours
- Monitor attendance, lateness and take action.
- Promote the ethos of the school through assemblies

In cases of serious misbehaviour discuss with the Deputy Head immediately and action taken

Support staff are expected to :

- Deal with incidents or request help
- Report incidents of poor behaviour to the appropriate member of staff, depending on seriousness of incident
- Praise and reward good behaviour

SLT are expected to deal with :

- Serious or continuous disruptive behaviours
- Verbal or physical abuse of staff
- Persistent bullying
- Incidents of crime

Where there is physical danger to staff or students

Parents are expected to :

- Support the school's Relationship for Learning policy and code of conduct
- Support the school in its use of rewards and consequences
- Take some responsibility for the behaviour of their children

Governors are expected to :

- Support the agreed Relationship for Learning policy
- Regularly review the Relationship for Learning policy
- Acknowledge the achievements of staff

SECTION 3

Evaluation

Success indicators :

- Improved communication/system
- Quality supporting evidence for PSP/SEND+/Permanent Exclusion
- Reduction in disruptive behaviour in lessons and throughout the school
- Improved standards of achievement
- Increase in numbers of House Points
- Decrease in number of fixed term exclusions
- Effective implementation of policy
- Improved attendance
- Reduce number of students late for school/lesson

Evaluation Process :

- Discussions at Staff Meetings
- Review at Pastoral Team Leaders meeting
- Review of numbers excluded from lessons and fixed term exclusions
- Discussion at the Governors Curriculum and Student Support meetings