



Diocese of Norwich
Education and
Academies Trust



Diocese of Norwich
St Benet's
Multi Academy Trust

The Harleston Sancroft Academy

Attitude to Learning Policy

Policy Type:	Academy Policy
Approved By:	Local Governing Body
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Person Responsible:	Headteacher

The Diocese of Norwich Education and Academies Trust/St Benet's Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

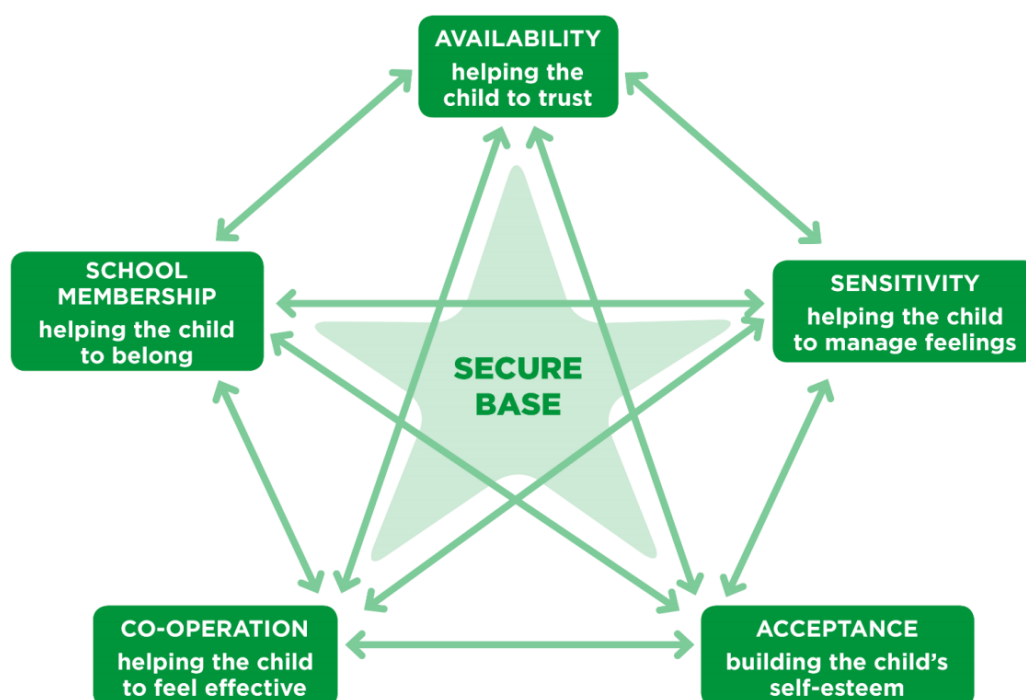
Aims:

The Attitude to Learning policy is rooted in our understanding of the Christian Values of Trust, Respect and Acceptance, enabling the community to experience 'Life In All Its Fullness'. It also emphasises the school vision that pastoral care ensures that every student is known individually and nurtured within our caring Christian community. The six fundamental values that underpin our school are : hope, perseverance, love, wisdom, respect and faith. These run as a thread throughout our approach to Attitudes to Learning.

- We believe in the unique value of every individual in the eyes of God
- We believe that teachers must be allowed to teach
- We believe that students have the responsibility to learn and must allow others to learn
- We believe that restorative justice should underpin our disciplinary procedures
- We believe in the secure base model* and that all students should have opportunities to build resilience and move towards greater security
- We believe that Christian forgiveness is at the core of our behaviour policy
- We believe that our school is a unique Christian Community and part of the wider Christian Church
- We believe that children's behaviour can change and that given the opportunity, every child can be successful
- We believe in promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- We believe in promoting a culture of positive praise and encouragement in which all pupils can flourish and grow
- We believe in being aware of each child's needs and their individual circumstances, to help us to act in the fairest way
- We believe in providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- We believe in developing positive relationships with our pupils, parents and community; making everybody feel valued
- We believe in teaching children to respect the rules and the authority of the academy and the community

Our AtL policy is deeply rooted in 'The Secure Base Model', which is the framework for promoting positive, secure base relationships between adults and children. Following our work with Dr Mary Beek from the UEA we have built on our existing positive framework for therapeutic caregiving, which helps give children and young people opportunities to build resilience and move towards greater security. The model considers how relationships between adults and young people can enable the individual to develop competence in the outside world. For more information regarding the secure base model including feedback from our students please [click here](#)

The Secure Base model for schools



Primary Phase

Positive Behaviour Management Strategies

Our Attitude to Learning Policy in the Primary Phase is a positive approach to ensure effective behaviour management. In all areas of school life, we encourage, reward, praise, celebrate, build self-esteem and self-confidence. We believe this is the key to good behaviour, good learning attitudes and to success in life. High standards should be expected and required, always. We expect all adults who work at Harleston Sanctroft Academy to support this approach. We support positive behaviour and a positive learning environment by:-

- having a strong set of school values that all children and staff follow
- creating a stimulating classroom
- praising positive behaviour

- a fair, consistent approach to behaviour which is adopted by all staff at Harleston Sancroft Academy within the Primary Phase
- all staff following agreed codes of behaviour
- all children having a broad and balanced curriculum that is well planned and ensures that is pitched at the correct level of learning
- constructive whole school planning for Life Skills
- leading by example, modelling expected behaviour
- having respect for every child as an individual, making every child feel valued
- having a positive and consistent approach to free time in school hours

As staff we use a variety of strategies to encourage positive behaviour, underpinned by the Secure Base model; the HSA Values are at the centre of these. The strategies include:

- verbal feedback
- Informing parents of successes
- Immediate verbal praise
- showing and telling good news to each other and about each other
- non-verbal signs e.g. thumbs up, smile
- written comments on pupils' work
- displaying work around the school and through achievement 'Collective Worship' for parents and the community
- showing and sharing pupils' work in a group or as a class
- sharing achievements with other staff
- phone calls to parents or carers
- weekly and termly certificate 'Collective Worship' celebrating the demonstration of school HSA values 'Good to be Green' end of half term rewards
- class rewards

If a class has a 'Green Week' - where all children in the class remain on 'Green' - then the class receives a 'Green Voucher' for that week. This equates to 10 mins of reward time at the end of the half term. The more 'Green Vouchers' the class receives each week, the more reward time they have at the end of the half term. The Class Teachers/children in each year group can decide on the reward.

Class Dojos

A strategy that will be used is Class Dojos. Dojos will be linked directly to the school values. Children can be rewarded with a Dojos when any member of staff 'catch them' upholding one of the Harleston Sancroft Academy values. This will send a direct notification to parents who have signed up to alert them to their child's positive behaviour. Staff will share aspects of children's learning on their Dojo page or a child's portfolio, again strengthening the positive links between home and school. When any child reaches a Dojo milestone they are rewarded with a certificate and the child's photo goes on the values board. The certificates are awarded at: 50 - Bronze, 100 - Silver, 150 - Gold, 200 - Platinum. The EYFS Teachers will be using the same strategies in class, however they will be using 'Tapestry'.

Traffic Light System

Attitudes to Learning Policy

Every pupil starts each day on 'Green'; all pupils aim to have a green day because 'It is Good to be Green!'. The Behaviour Chart will be displayed in each classroom, for each pupil. Pupils will have a green day if they follow the HSA Values, but not meeting the expectations set out in our HSA values may lead to consequences. Staff praise children who demonstrate the HSA values. However, if the behaviour continues to deteriorate, the child is given a clear reason when moving to the next stage, for example, "One of our school values is to show respect, but you are continually interrupting our learning, so I will give you a verbal warning".

These are the procedures that need to be followed in order (more information on the sanction procedure is in the next section):

- Verbal warning
- Turn the Green Card over to the white card
- Change the card to an orange card
- Change the card to a red card
- Blue Card - seek support from SLT (See Serious Incident Section)

The procedures and steps for giving out sanctions will be discussed in the next section. Any card movement must be based around the HSA Values.

Sanctions Procedure

Under the Education Act 2006 schools have a statutory power to impose sanctions. These must be reasonable and proportionate to the circumstances of any given incident. Children should be familiar with our sanctions and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required when deciding which step best reflects the most suitable sanction, given the behaviour displayed.

Depending on the nature of the offence this may include children going straight to a 'Blue Card' (refer to Serious Incidents section). However, as a general rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If a child breaks the HSA Values:

Procedure Steps	Actions
Step 1 (Class Teacher) Verbal Warning	<ul style="list-style-type: none"> - Behaviour Management strategies - Quality First Teaching - Verbal Warning - Reminder of HSA Values
Step 2 (Class Teacher) White Card Final Warning	<ul style="list-style-type: none"> - Use the phrase 'I have now changed your card to white because.....This is your final warning. Do you understand?' Children should be fully aware of what this means and the possible consequences of continuing with the behaviour. - Turn the Green Card over to a White Card - Reminder of HSA Values - Quality First Teaching - Use of TA support if available
NO MORE WARNINGS FROM NOW ON - ACTION TAKEN	

<p>Step 3 (Class Teacher) Orange Card</p> <p>If the behaviour improves, return to the normal seat. If behaviour worsens or if the child refuses, move to 4.</p>	<ul style="list-style-type: none"> - Child sent to sit on their own in the classroom if appropriate - Change the card to an Orange Card - Ensure the child understands that they can change their behaviour and go back to 'Green'. The child must understand that once on a 'Red Card' they will be on that for the rest of the day. - However, if behaviour improves the child goes back to 'Green'.
<p>Step 4 (Class Teacher/Pastoral Support Worker/SENCO) Red Card</p> <p>If behaviour improves, the child stays in class. Strategies implemented to support positive behaviour. If not or if the child refuses, move to 5.</p>	<ul style="list-style-type: none"> - Change the card to a Red Card - Loss of free time (10 mins KS1 and 15 mins KS2) at next available time - Talk through behaviour with the child during free time. - Reminder about HSA Values - Ensure the child understands the consequences if their behaviour does not improve. - Support from Pastoral Support Worker/Assistant Headteacher - Inclusion- Child can be taken out of class for a short 'time out' period to discuss/unpick behaviour if needed. Role of the Pastoral Support Worker is to support the child to improve their behaviour with the goal of going back into class. Pastoral Support Worker can spend time in class with the child too. - Class Teacher to inform parents that they have ended the day on a 'Red Card' - Class Teacher to record 'Red Card' on the Behaviour Incident Log - Assistant Headteacher to add an action on the HSA Behaviour Log.
<p>Step 5 (Pastoral Support Worker/Assistant Headteacher – Inclusion /SENCO) Blue Card</p> <p>If behaviour improves, the child goes back to class, if appropriate. If not or if the child refuses, move to step 6.</p>	<ul style="list-style-type: none"> - Child escorted by a member of staff, with work, to Behaviour Hub to work with the Pastoral Support Worker - Time out of class in the Behaviour Hub with the Pastoral Support Worker. The aim is for the child to go back into class, once they have demonstrated an improvement in behaviour. - Loss of free time with Assistant Headteacher. - Work with the child on reflection and unpicking behaviour - Up to 30 minutes working alone without causing disturbance - The Assistant Headteacher- Inclusion informed and contacts parents - Meeting with parents arranged - Class Teacher and Assistant Headteacher - Inclusion . - - When a child goes back to class, the Pastoral Support Worker can support the child in class. - Recorded on the HSA Behaviour Incident Log as 'Blue Card' by Class Teacher if the child returns to class.
<p>Step 6 (Head of School / Headteacher) Internal Exclusion</p>	<ul style="list-style-type: none"> - Serious Incident Form completed by all staff involved in the incident and given to the Head of School. Decision on Internal exclusion made by Head of School. Incident logged on Serious Incident Log. - See Exclusion section of the policy for guidance - Behaviour Plan/Risk Assessment implemented at this stage - Referrals to outside agencies if appropriate

Behaviour Interventions

Sometimes some children may be given an 'Red Card' or 'Blue Card' on more than one occasion. Ensuring that the Primary Phase Behaviour Log is updated regularly is so important, so that the Assistant Headteacher -Inclusion can have an overview of any children who need further support. For each incident that is recorded, the Assistant Headteacher – Inclusion will complete a follow up action. For children that have regularly received 'Red Cards' or 'Blue Cards' of the sanctions procedure, further action is required. This will be a collaborative approach with parents and school (Class Teacher, Assistant Headteacher - Inclusion, SENCO, or Pastoral Support Worker). In the first instance, a behaviour plan and risk assessment will be implemented and reviewed regularly.

In the Primary Phase our behaviour plans/risk assessments will focus upon encouraging and reinforcing desirable behaviour. The plan will be reviewed, with the parents, at least every half term. It is the Class Teacher's responsibility to ensure all teachers, teaching assistants and Midday Supervisors are made aware of any behaviour plan which is in place to ensure a unified approach and consistent handling. Information relating to a behaviour plan must be treated as confidential. Any supply staff working with classes will be made aware of behaviour plans for children within the group they are working. There are some of other actions that might be appropriate to support children who are struggling with behaviour, these will be different for each child:-

- Behaviour Report Card - In Key Stage 1 - a sticker chart may be more appropriate
- FSP (Family Support Process)
- Educational Psychologist
- PSP
- Other professional services such as Social Care, Virtual School or Paediatrician

Serious Incidents

In some cases, a child's behaviour can be so serious that they go straight to a 'Blue Card'. These are 'Blue Card' behaviours. These behaviours include:-

- Seriously injuring another child deliberately
- Extremely violent behaviour / fighting;
- Vandalism
- Leaving the classroom without permission to an unknown location / running away
- Refusing to return to class within a specified time
- Bullying, including cyberbullying, prejudiced-based and discriminatory bullying

These incidents are fully investigated and dealt with by a member of the SLT and will be recorded on the HSA behaviour log and Serious Incident Log. Loss of free time will be with the Assistant Headteacher – Inclusion. Where the incident is found to be of a critical nature, it is handed on to the Head of School/Headteacher. As previously, when a 'Blue Card' is issued parents are informed. Any racist or homophobic incidents are investigated. All racist and homophobic incidents are reported to the governors and recorded in the governing body meeting minutes.

Lunchtime

Where possible, incidents at lunchtime need to be dealt with by the Midday Supervisors and SLT on duty on the playground. The children follow the Harleston Values at all times. If there is a minor incident on the playground, the child(ren) involved may need a 'time out', with an adult, so that they can calm down before joining their peers again. When a 'Blue Card' incident occurs, pupils are sent to the Behaviour Hub to discuss the incident, with the Pastoral Support Worker, and are sometimes sent as a consequence for their actions where they are given the opportunity to calm down and reflect on what went wrong and how they might have acted differently. Sending a child to the Behaviour Hub is the decision of an SLT member on duty. Dealing with a minor incident is the responsibility of the Midday Supervisors and the members of the leadership team on duty. It is the responsibility of Midday Supervisors to give feedback to Class Teachers on any incident which may impact on a pupil's behaviour or learning. The Class Teacher is informed of this daily and it may result in the pupil receiving a change on the traffic light system. Class Teachers make the decision to change cards.

If a pupil is sent to the Behaviour Hub on three different occasions over a half term for serious incidents, such as aggressive behaviour, they will spend their lunchtime with a member of the Leadership Team. If this consequence is ineffective, parents may be informed that their child is excluded from lunchtimes for a fixed period.

Inclusion

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way. If there are children in school with a Special Educational Need, the use of this policy will be adapted if professionals feel that this is necessary. This will be done in partnership with the Assistant Headteacher - Inclusion, Class Teachers and parents. We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy.

Confiscation

Staff have the right to ask pupils to disclose items in their possession and confiscate any they reasonably believe will be detrimental to good behaviour. Items will be returned to the pupil or their parent/carer or a third party as appropriate at the end of the school day. In some cases, e.g. possession of weapons, drugs, the school will hand the item to the police.

Physical Restraint

In line with the government's policy on the use of reasonable force and physical restraint in schools, it is sometimes necessary for staff to use reasonable force to restrain pupils. These circumstances are listed: a child causing disorder; a child hurting themselves or others; a child damaging property;

Incidents of physical restraint must:

Always be used as a last resort;

be applied using the minimum amount of force and for the minimum amount of time possible;

be used in a way that maintains the safety and dignity of all concerned;

never be used as a form of punishment;

and be recorded and reported to parents.

Fixed term and permanent exclusions:

Fixed term and permanent exclusions will always remain the most serious sanction in the school and be delivered in line with statutory guidance through the DfE policy titled: Exclusion from maintained schools, academies and pupil referral units in England. These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed or permanent exclusion and be a last resort, where there is no alternative that would benefit the child.

Only the Head of School/Headteacher (or the Deputy Head in the Head of School's/Headteacher's absence) has the power to exclude a pupil from school. The Head of School/Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head of School /Headteacher may also exclude a pupil permanently.

If the Head of School/Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head of School/Headteacher informs the parents that they can, if they wish, appeal against the decision to the governing body. The Head of School/ Headteacher informs the Trust, the LA and the Governing Body about any permanent exclusion, and about any fixed term exclusions beyond five days in one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head of School.

Following a fixed-term exclusion, a reintegration meeting will be held with the pupil and relevant staff to which parents are expected to attend. During this meeting the reintegration form will be completed, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the Head of School/ Headteacher must comply with this ruling.

Monitoring:

The Head of School, Headteacher and Assistant Headteacher - Inclusion will monitor the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.

Secondary Phase

We believe that teaching students the skills of self-discipline, co-operation, respect and tolerance is an important part of the curriculum. Without these skills our academic objectives cannot be achieved. Furthermore, we believe that these are skills which can be learnt, particularly if we work together with parents and students to achieve our goals. We work as part of a team. Mutual support, consistency and communication are essential components of this shared approach.

We believe that everyone in school has the right to be treated as an individual and with respect. Good relationships are vital to the successful working of a school. We value achievements of every kind – academic and non-academic – and we believe that everyone should have equal opportunity to achieve their potential. We also believe that young people respond well to high expectations. In our school we expect everyone to work hard and give their best. Our belief is that good behaviour and positive relationships will only result from a consistent application of the rules and routines. Thus a clear set of consequences will follow both positive and poor behaviour.

Objectives:

- To promote good attitudes to learning and encourage achievement
- To support students in learning self discipline
- To enable effective learning and teaching
- To create a safe and secure environment for students and staff
- To teach students to understand, accept and respect differences in individuals
- To provide a framework for rewarding students within which there are clear and consistently applied whole school approaches
- All members of staff are responsible for their response to the attitude to learning and discipline of students in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning
- In dealing with matters of discipline or unacceptable attitude to learning, staff should always: Act justly and fairly and be seen to do so.
- Establish a relationship of positivity, security and respect with students
- Deal promptly and personally in matters of discipline
- Apply a consistent approach
- To support the promotion of a positive ethos in the school, staff will use both rewards and sanctions.
- Every lesson should incorporate praise and encouragement of students.

The Attitude to Learning Policy in the secondary phase has three main elements:

1. GENERAL EXPECTATIONS OF ATTITUDE TO LEARNING
2. REWARDS
3. CONSEQUENCES

1. GENERAL EXPECTATIONS OF ATTITUDE TO LEARNING

It is vitally important that we establish a 'climate of expectation', which students know we will adhere to. This climate must include clear directions concerning attitude to learning, before, during and after lessons; the establishing of punctuality and a clear awareness of what is expected of students. Only by doing this will we create the right atmosphere to develop the kind of Active Learning Strategies we need. What we must achieve is a consistent approach, which gives pupils a structured framework.

ALL pupils should follow these procedures as dictated by every member of staff.

Expectations of Students:

Students are to adhere to the Secondary Phase A Game expectations of:

- Attendance – Students attend school and adhere to the Attendance Policy.
- Appearance – Students adhere to the Uniform Policy.
- Attitude – Students are to be respectful, responsible and ready at all times.

If students get the first three parts of the Secondary Phase A Game correct then we are confident that the remaining part of the framework will be achieved:

- Aspiration – A learning environment that promotes the school vision
- Attainment – A learning environment that allows all students within it to fulfil their academic potential and experience Life in All its Fullness.

Expectations of Teaching Staff:

- To apply the core principles of the secure base model by responding to student needs consistently, sensitively, warmly and reliably
- To provide opportunities for students to learn to the best of their ability by setting suitable challenges, removing barriers to learning and accepting diversity.
- To provide a positive environment in which students can learn
- To model and teach positive behaviours
- To plan and prepare stimulating lessons
- To mark work promptly and constructively providing positive feedback using our Elevator Feedback Model
- To teach respect by treating others with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register students on SIMS in every lesson
- To support the school's positive Attitude to Learning Policy
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen
- To speak to students in a positive manner avoiding shouting, confrontation, aggression, sarcasm, humiliation, personal comments about students and whole class punishments resulting from poor conduct of only some of the class.

2. REWARDS

We believe everyone should have equal access to rewards in our school. Staff are encouraged to use a range of rewards to promote good behaviour and achievement. As a staff, we are all committed to creating a reward-centred environment in which all teachers are encouraged to give frequent, positive recognition and rewards to students who genuinely deserve praise. The Reward System is designed to ensure that students can receive instant recognition in the first instance and subsequently, where appropriate, a more substantial reward. Where we make

learning an exciting and rewarding experience, we will motivate and encourage our students to achieve.

Recognition of students' achievement can take many forms:

- Non verbal signals e.g. smiling, thumbs up
- Immediate verbal praise
- Verbal praise at the end of the lesson
- Tone of voice
- Demonstrating trust
- Acknowledgement
- Body language
- Displaying work
- Positive online IRIS reward
- Positive comments on IRIS
- Reward certificates
- Positive Form Tutor Reward card completed
- Break time Form nomination celebration
- End of term reward trip(s)
- Referral to Head of House
- Departmental Reward postcards/letters/e-mails/phone calls
- Attendance certificates
- Celebratory Hot Chocolate with the Headteacher
- Headteacher commendations
- Celebration assemblies

3. CONSEQUENCES

Our Attitude to Learning Programme and Sanctions Guide outline the consequences and strategies used when attitude to learning falls below our expectations.

The following is a list for staff of referral routes and - where necessary - of sanctions.

The referral path aims at consistency and appropriateness of action where standards of conduct are unacceptable. The degree of detail present is intended solely to promote consistency.

Our AtL Programme and Agreement (seen below) can also be found on the website

Appendix 1: Secondary Phase Attitudes to Learning Programme

***Colour coding for staff use only**

If a student persistently behaves in a way which does not support their learning or the learning of others, the AtL programme and The Secure Base Model will try to help them improve. All incidences of poor behaviour and attitude will be logged and concern points will inform professional judgements as to which level a student will be placed. At all levels, a restorative approach should be employed to promote positive, secure base relationships between staff and students.

Level 1 & 2 Dealt with in departments, but HoSS, CPSA, HoH & FT aware via behaviour management system (Iris).
 HoSS - Head of Student Support
 CPSA - Christian Pastoral Support Assistant
 HoH - Head of House
 FT- Form Tutor

CAUTION LEVEL - Teacher Interaction/intervention. WARN, MOVE, REMOVE. FT/Subject teacher detention. Restorative meeting e.g. straight after lesson as appropriate.

LEVEL 1 – Teacher Monitoring
 Phone call/email/letter. Restorative meeting to set targets/implement AtL programme. Subject/HoF detention if required.

If LEVEL 1 in 2 or more subjects

LEVEL 2 – Form Tutor Report
 Placed on report to FT. Round robin to staff. Meeting with FT and individual behaviour plan if needed. Support from HoSS or CPSA offered.

If no improvement in one subject

LEVEL 2 – Subject Report
 Subject report to HoF. 2nd Letter home including targets to be met. ASD if required. Restorative meeting HoF-Student-HoH.

LEVEL 3 – Head of House
 Report to HoH. ASD (if applicable). Targets appropriate to students' personal circumstances. Regular communication with parent/carer. Support from HoSS or CPSA offered.

LEVEL 4 – Pastoral Warning and PSP
 Parent/carer interview arranged with HoH, AtL agreement completed, review meeting date set, daily general report continues. Inclusion if appropriate. Support from HoSS or CPSA offered.

LEVEL 5 – AHT Warning
 Parent / Carer interview with student, parent and AHT. Regular meetings set up (PSP), involvement of external agencies (where appropriate). Support from HoSS or CPSA offered. FTE if appropriate.

LEVEL 6 - HoSc/HT Warning 1 and 2
 Continued involvement of external agencies, PSP targets reviewed. Managed move proposed. Support from HoSS or CPSA offered.

Level 7 – Managed Move (Support from AHT continues)/Permanent Exclusion

If no improvements are made and targets are not being met, then a student will move up to a higher level. Incident and points analysis will help to inform these decisions.

If behaviour has improved to a level acceptable to the school, then students can move back to a lower stage or off the Attitudes to Learning programme.

Attitudes to Learning

Appendix 2: SECONDARY PHASE ATTITUDE TO LEARNING SANCTION GUIDE * This is not a definitive list

Issues within subjects/faculties until '3rd Action' becomes ineffective and/or inappropriate.

Attitude to learning	1 st Action	2 nd Action	3 rd Action
Disruptive / uncooperative	WARN In class verbal warning	MOVE Within class or discussion outside the classroom	REMOVE Outside of classroom or to a partner colleague/HoF/HoH

Issues requiring ST/FT/HoF/AHS intervention with restorative approached at all levels.

Attitude to learning	1 st Action	2 nd Action	3 rd Action	4 th Action
Persistent disruption or failure to do work	FT/ST 20 minute detention	HoF 20-minute detention	ASD/FSD Parents/carers informed	AHT meeting, ASD and report
Refusal to follow staff instructions/defiance	ST/FT 20 minute	HoF 20-minute detention	ASD/FSD Parents/carers informed	Inclusion or FTE Parents/carers informed
Failure to attend ST detention	HoF lunchtime detention	ASD Parents/carers informed	FSD Parents/carers informed	Inclusion and report

Issues requiring ST/FT/HoH/AHT intervention with restorative approaches at all levels.

Attitude to learning	1 st Action	2 nd Action	3 rd Action	4 th Action
General poor behaviour on school site	FT 20-minute detention	HoH 20-minute detention/ASD	FSD/1-2-day inclusion. Parents/carers informed	<p>HT, HoSc, AHT and or HoH to make appropriate decisions and provision to suit an individual situation at this stage.</p> <p>Also dependent on the nature of the offence and whether the student accepts responsibility.</p> <p>N.B., Actions/sanctions can be escalated by HT, HoSc, AHT and or HoH depending on nature/severity of the incident(s)</p>
Inappropriate attitude (disruption/phone/gum) or behaviour towards staff and/or visitors	ST/FT 20-minute detention/HoH lunchtime detention. RM	ASD/FSD Parents/carers informed RM	Inclusion/FTE Parents/carers informed RM	
Swear directly at staff and/or visitors	1-day inclusion RM	2-3-day inclusion. RM Parents/carers informed	FTE RM Parents/carers meeting	
Dangerous/anti-social behaviour to community/environment	ASD/FSD Community service Parents/carers informed	1-2 day inclusion Parents/carers informed	FTE Parents/carers meeting	
Bullying/discrimination	ASD/FSD Community service. RM Parents/carers informed	1-2 day inclusion Parents/carers informed RM. Log with LA	FTE Parents/carers meeting RM. Log with LA	
General poor behaviour off site wearing school uniform (including on transport)	HoH lunchtime detention	ASD/FSD Parents/carers informed. Warning letter sent from transport company	Inclusion/FTE Ban from transport for fixed period of time and parents/carers informed	
Fighting/physical violence/inappropriate physical contact	ASD/FSD Community service. RM Parents/carers informed	1-2 day inclusion Parents/carers informed RM	FTE Parents/carers informed RM	
Attitude to learning				
Smoking (including Vape) anywhere in uniform	ASD Parents/carers informed	FSD Parents/carers informed	1-day inclusion HoH meeting with parent/carer	<p>HT, HoSc, AHT and or HoH to make appropriate decisions and provision to suit an individual situation at this stage.</p> <p>Also dependent on nature of offence and whether the student accepts responsibility.</p>
Truancy – on site	ASD Parents/carers informed	FSD Parents/carers informed	1-2 days inclusion	
Truancy – off site	FSD HoH report	1-2 days inclusion AHT report	Inclusion or FTE	
Inappropriate uniform (including piercings and hair)	FT 20-minute detention	HoH lunchtime detention/ASD	ASD/FSD	

Attitudes to Learning Policy

In breach of mobile phone policy	Phone confiscated. Collected by student at end of day.	Phone confiscated. Collected by parent/carer at the end of day.	Phone confiscated for 1 week. Collected by parent/carer.	N.B., Actions/sanctions can be escalated by HS, HoSc, AHT and or HoH depending on nature/severity of the incident(s)
Missing ASD	FSD	1-day inclusion Parents/carers informed	Inclusion HoH meeting with parent/carer	
Poor behavior in inclusion	Repeat inclusion Parents/carers informed	2-3 day inclusion HoH meeting with parent/carer	FTE	
Abuse of the Acceptable Use Policy (AUP)	ST detention	HoF detention AUP policy re-signed	ASD/FSD HoF meeting with parent/carer	
Illegal drugs/alcohol	Student removed to inclusion. HT informed. See Drugs Policy for appropriate actions.			
<p style="text-align: center;"> FT: Form Tutor ST: Subject Teacher HoF: Head of Faculty HoH: Head of House AHT: Assistant Headteacher HoSc: Head of School HT: Head Teacher LA: Local Authority ASD: After School Detention FSD: Friday After School Detention FTE: Fixed Term Exclusion RM: Restorative Meeting </p>				

Appendix 3: Secondary Phase Report System

Monitoring / support for students with behavioural concerns or who are underachieving

Four levels of report intervention are in place. The Form Tutor will be a central figure in supporting students, supported by the Pastoral Team. When a student is placed on report, parent(s) / carer(s) will be informed. Preferably by phone or email or via a meeting as appropriate. Before a student is placed on any level of report, there must be consultation with Head of House/ Head of Student Support and/or the Assistant Headteacher as appropriate. The system currently in place is that if a student receives 3 negative IRISs in one week then they will be placed on FT report (this may also be down to the discretion of the HoH depending on the individual student). A positive report card may also be used initially.

Level 2 Intervention (Form Tutor)

This will be led by Form Tutors. The Form Tutor will put a student on report setting clearly defined targets in agreement with the student and / or family as appropriate. For each lesson, the student requests a 'score' indicating how successful they have been in reaching their target. To successfully complete the report, students must obtain enough points to reach an agreed weekly target score. If the targets are not met, the student will be placed on Head of House report.

Level 3 Intervention (Head of House or Head of Faculty)

The Head of House will put a student on report if more serious issues present, or if targets from Level 2 have not been met. Parents will be invited into school to discuss the situation. Students will be involved in target setting and again will have to obtain the number of points agreed. Form Tutors / Assistant Headteacher will be kept informed of progress as appropriate.

Level 4 - Pastoral Support Plans (PSPs)

For students with persistent behavioural issues or very serious breaches of the Code of Conduct a Pastoral Support Plan (PSP) may be introduced. These are usually managed and led by the Head of House Team. PSPs are introduced through a meeting that may involve a representative from Senior Leadership Team and / or a governor. The PSP document features descriptions of the concerns, behavioural changes needed and support strategies previously utilised. Students carry a report sheet that they collect daily from their tutor. The sheet features specific clear targets related to the 'behavioural changes needed' section of the PSP document, which are either met or failed for each lesson (marked by the teacher). Students meet their key teacher daily.

Meetings are held every 2-3 weeks with parent(s) / carer(s) to review progress in relation to targets and if further support is required. PSPs are usually instilled over a 16 week period, but can be prolonged if deemed necessary.

Level 5 Intervention (AHT, Leadership Team)

A member of the Senior Leadership Team will put a student on report as a result of serious breaches of the Secondary Phase Attitudes to Learning Guide or failure to meet targets of Level 4 report. Parents will be involved. The system works much in the same way as above. At the juncture outside agencies may be involved to discuss further intervention and or other provision.

Level 6 Intervention (Head of School or the Headteacher, Warning 1 + 2)

The Head of School and or the Headteacher will put a student on report as a result of serious breaches of the Secondary Phase Attitudes to Learning Guide or failure to meet targets of Level 5 report. Parents will be involved. The system works much in the same way as above. Continued work with outside agencies may be involved to discuss further intervention and or other provision.

Level 7 (Managed move and or Permanent Exclusion)

Failure to make progress, in relation to the behavioural changes needed, can lead to fixed-term or permanent exclusion.