



## **WALES HIGH SCHOOL ACADEMY TRUST**

# **BEHAVIOUR FOR LEARNING Policy and Procedure**

<b>REVISION DATE</b>	<b>APPROVED BY</b>	<b>DATE OF APPROVAL</b>
September 2016	Governing Body	4 October 2016
October 2019	Governing Body	8 October 2019

**This policy has been written in accordance with the Department for Education;  
'Behaviour and Discipline in Schools' February 2014**

**To be reviewed every three years**

**THIS POLICY SHOULD BE VIEWED IN CONJUNCTION WITH  
THE USE OF REASONABLE FORCE: Advice for Headteachers, Staff and  
Governing Bodies document (also on the school website)**

**All policies are available on the school website**

Appendices:

Appendix A Attitude to Learning Staff and Student Criteria

Appendix B Pastoral Attitude to Learning Report  
Pastoral Target Report  
Catch Up Diary

Appendix C Stages of Referral

## BEHAVIOUR FOR LEARNING POLICY AND PROCEDURE

**Every member of staff at Wales High School has a responsibility and obligation to uphold the procedures outlined in this policy.**

The Behaviour for Learning Policy will enable all members of Wales High School to work towards the schools' Mission Statement;

**Where students may work purposefully, feel secure, safe, happy and confident, in an environment free from prejudice. It aims to develop relationships between staff and students themselves; relationships that are based on mutual respect and tolerance.**

### ***Aims of the Behaviour for Learning Policy:***

- To create a caring, stimulating and secure environment in which students can work and thrive safely and happily
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among students
- To develop a sense of politeness and consideration for others, ensuring good behaviour is always recognised
- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions
- To value the rights of the individual and raise students' self-esteem
- To ensure that students are confident of their right to be treated fairly
- To encourage students to value the school environment and its routines
- To acknowledge that the maintaining of good behaviour at Wales High school is a shared responsibility
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in an appropriate, effective way to challenging and difficult situations; ***whilst acknowledging that every situation should be dealt with within the context of the individual child and circumstances.***

At Wales we are proud of our exceptionally high standards of behaviour of all students and at all times. The policy covers all students on roll at Wales High School and extends beyond the school day and school premises to cover when students are:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a student at the school

## **Attitude to Learning (ATL)**

- All students should be encouraged to work with an excellent attitude to learning (ATL) **(See Appendix A)**
- Presentation expectations must be a key focus in all lessons
- Where ATL is below expectation, this will be reflected in the grade awarded at Assessment Points (APs)
- If a subject or pastoral ATL report is issued to a student, all staff must grade against standard ATL criteria
- ATL grades will be considered at each Assessment Point (AP), to determine tracking and further intervention that may be necessary
- Head of Year (HOY) / Deputy Head of Year (DHOY) to communicate with home if ATL becomes an issue, or where a student's average point score decreases. A range of pastoral intervention reports may be used to improve ATL **(See Appendix B)** – HoY/ DHoY to record this intervention on Go4Schools.
- HOY /DHOY to communicate with home where students have been successful in achieving consistently outstanding ATL and / or improved ATL
- Head of Department (HOD) can decide to put a student on the school's subject report, where an ATL issue is isolated to one particular subject. HoD to communicate this with home and ensure intervention is recorded on Go4Schools.

## **Rewards**

- Daily use of Go4Schools to record achievement points.
- At each AP collection, analysis will provide an opportunity to reward students with successful ATL and improved ATL
- Rewards include letters home, certificates, post cards home, lunch with the Headteacher, queue jumpers, dinner money and school trip vouchers or individually requested prizes
- We acknowledge performance and attitude within lessons, but should also cover extra-curricular efforts or extended home learning tasks. Staff are also invited to reward students for one off acts of kindness or friendship
- These points will trigger a range of rewards as they build up
- At each term each HoY will use Go4Schools to identify and reward students in each year group with the most positive points/ most improved points.

## **PROCEDURE AND STANDARDS**

### **School Uniform and Equipment:**

- All students must adhere to the school uniform policy,
- All students must have a school bag and stationery for the day; pen, pencil and ruler
- Outdoor garments (scarves, hats, jumpers, cardigans and gloves) should be removed once inside school
- Equipment checks will become a routine part of active tutorial and items can be bought from

the pastoral office

- Three instances of incorrect uniform or missing equipment will result in a break/lunch time detention with tutor. Continued issues will be escalated to an after school detention with HOY. Such instances would not include any genuine reasons or mitigating circumstances

### **Make Up, Nail Varnish and Jewellery:**

- Make up and nail varnish are not permitted in KS3 and KS4 and it will be challenged by all staff. In exceptional circumstances, students who need to wear medically prescribed camouflage make-up, would be given permission if a medical note was provided
- The wearing of jewellery is also not permitted, except a watch and 1 pair of gold or silver coloured plain studs
- As facial piercings are not part of the school's uniform policy, any student with facial piercings will be referred to the pastoral team and work outside the classroom until the piercing is removed
- We are exceptionally proud of all students at Wales High School and as such we expect the highest standards of uniform at all times. This policy also encourages students to think carefully when choosing hair styles or hair colours. Natural hair colours are permitted for hair colouring and extreme styles are discouraged. Where this is an issue, students will be referred to their HOY, who will then seek a resolution with the family

### **Punctuality**

- All students should arrive punctually to all lessons
- Taking a prompt electronic register enables a clear point at which you can deem a student late  
Lateness to a lesson, *without a valid reason*, must be recorded on Go4Schools
- The class teacher should record the number of minutes late and ensure that this time is given back, initially at a break time. Continued lateness (3 or more occasions) will be escalated to a lunch time detention and beyond this, to an after school detention.
- The detention guidance will always be considered when setting detentions
- Tutors have a responsibility to monitor punctuality and attendance each morning.
- If a student is late to tutor group 3 times or more in a half term, this should be a lunch time detention (communicated via Go4Schools)
- Where lateness persists an after school detention (communicated via Go4Schools) will be issued
- A referral will be made to HOY if this does not lead to improved punctuality

### **Mobile Telephones and Personal Electrical Devices:**

- Mobile phones and personal electrical devices are permitted on school site but should be switched off and stored in bags during lessons.
- Mobile phones and personal electrical devices can be used to enhance learning if permission is given by the classroom teacher (by showing the green mobile phones poster), but there cannot be an expectation for a student to bring their own device to school
- Devices are allowed to be used within social areas before school, during break and lunch time. All

students will use digital devices in line with the schools acceptable use policy (see e-safety policy). Social areas are the dinner hall, common room, blue seating area, library and outside. Phones should not be used on corridors between lessons.

- Where students fail to respect the school rules with regards to phones and electronic devices, these will be confiscated by staff, TLR holder, Head of Department (HOD) or HOY
- If the item is confiscated during a lesson, the HOD will support- if it occurs around school or in between lessons, the Head of Year will support
- With parental agreement by telephone contact, the confiscated item can be collected by parents - but only following consultation with parents. Otherwise the confiscated item must be returned at the end of the school day, and the incident logged on Go4Schools.
- To encourage all students to make positive decisions regarding their behaviour, all staff should consistently use language that reminds students that they have a choice; therefore, enabling students to fully understand the consequence of their actions. It is crucial that students are given consistent and clear messages with regards to their behaviour.

#### **Detention Guidance:**

- If a student is issued with a detention, the incident must be recorded on Go4Schools
- Detentions can be issued at break, lunch time or after school
- Break and lunch time detentions do not need to be communicated home before they can take place
- Notice must be given to families before an after school detention can take place. A phone call home would provide immediate support with agreement.
- Break time detentions should run from 10.50 – 11.05 (15 minutes)
- Lunch time detentions should run between 1.10 – 1.40 or 1.20 – 1.50 (30 minutes)

#### **Students must be able to get to the dinner hall before 1.50 pm to collect their lunch**

- After school detentions must run between 2.55 pm to 3.55 pm (1 hour). **Students must be released for the late bus.** The activities / late bus is not available on a Friday. Staff must therefore negotiate with home if Friday evening is to be used, as transport may be an issue. As Monday is a longer day the staff must negotiate with home if Monday evening is to be used as well.

#### **Restorative Work:**

Wales High School will continue to ensure that students are made aware of the consequences of their behaviour and where appropriate sanctions may include restorative work, with opportunities for students to give time back to the community and or to their victims. This can include community work, police projects, and specific detentions such as litter picking or desk cleaning. We work closely with South Yorkshire Police and our Partnership Based Young Person's Police Officer to strengthen links between school, the community and the police. The decision to use restorative work as a sanction will be negotiated between the HOY and a student's family.

## Stages of the Behaviour for Learning Policy (See Appendix D):

### Stage 1:

- Most students will behave positively and work well in class. Students who do this should be rewarded using Go4Schools.
- Stage 1 behaviours consist of low level disruption which on its own may not need further sanctions other than positive direction within the classroom

#### **These incidents do not need to be logged on Go4Schools.**

- Persistent failure to respond to the positive direction would result in the student being clearly informed that their behaviour was moving them to Stage 2
- All students must regularly be reminded of positive behaviour, reminding the student at all times that they have a choice in how they behave and respond. This should be done to encourage students to modify their behaviour in order to avoid further escalation. If staff request a student to follow an instruction, there is an expectation that the student will respond positively and do as asked. Students should be given an appropriate amount of 'take up' time to respond. If a student chooses to argue with a member of staff, or refuses to do as instructed on the first request, they will find that the consequences of their behaviour will be escalated quicker
- If a student is at risk of moving to Stage 2, they should be made aware of this using the phrase like; **"This is your final warning. If you continue to (STATE BEHAVIOUR) I will have no option but to refer you to Stage 2, at which point (STATE CONSEQUENCE)**

### Stage 2:

- Stage 2 incidents will include repeated failure to respond to stage one warnings. These incidents will be logged by the classroom teacher on Go4Schools and the classroom teacher is responsible for applying the sanction. The only exception to this is when the incident within Stage 2 is pastoral, following which pastoral team members will ensure incidents are logged and sanctions applied
- Accumulation of Stage 2 points will trigger contact with home. When at the end of each half term a Pastoral Team will contact the families of students where an accumulation of behaviour points is a concern. For some students this will happen sooner and more often if points accumulate quickly over a shorter period of time. When this happens student's further intervention from pastoral staff will be triggered. This will apply for subsequent sanctions following additional points.
- If a student is at risk of moving in to Stage 3, they should be made aware of this using a phrase like; **"This is your final warning. If you continue to (STATE BEHAVIOUR) I will have no option but to refer you to Stage 3, at which point (STATE CONSEQUENCE).**

### Stage 3:

- If a situation arises whereby a student has failed to respond to all classroom and departmental strategies and/or it is unsafe to allow the student to remain in the lesson, Stage 3 response may be used. This emergency contact is to provide immediate removal of a student, following all other behaviour management strategies
- These incidents will still be recorded by the member of staff directly involved to enable clear communication regarding the incident, but the senior member of staff who responds to the emergency contact, will be responsible for agreeing the sanction. These incidents will automatically trigger contact home
- Following a need to use the emergency contact system, there will be a follow up interview for all of the students involved to ensure the correct procedures have been followed and support has been put in place

This staged process has been designed to provide greater clarity regarding roles and responsibilities, in order to support the many examples of excellent practice across the school.

## IMPLEMENTING THE POLICY BEHAVIOUR FOR LEARNING

To ensure that all students experience a consistent interpretation of the policy, processes and language regarding managing behaviour, each member of staff must be aware of their individual responsibilities in implementing the policy.

When moving around school, between lessons and when on duty, all staff must take a responsibility to ensure that the school rules and the behaviour for learning policy are being constantly reinforced. **Inappropriate conduct must be consistently challenged and promptly followed up using school procedures.**

### Individual Roles and Responsibilities within the Behaviour for Learning Policy

#### Role of the Classroom Teacher:

##### ***Establish clear Behaviour and Routines for Learning:***

- Where possible, greet students at the door and use first names to welcome students
- Make expectations known and clear at the start of the lesson; coats off, bags on the floor, mobile phones away and equipment out. Staff should regularly remind students of positive behaviours
- Have an engaging activity to give the students a 'hook' at the start of the lesson.
- Specified seating plan
- Electronic register taken as a matter of priority in the lesson
- Plan differentiated and engaging lessons to allow for learning and progress
- Provide clear direction for positive behaviour and attitude
- Use language of choice and allow time for reflection
- Behaviour for learning policy followed appropriately
- Consistency when delivering sanctions within the terms of the policy
- Regular praise and effective feedback to students
- At the end of a lesson, pack away all equipment and students stand behind chairs whilst uniform is checked before leaving the lesson
- Students leave the lesson in a calm, and orderly fashion leaving the classroom tidy for the next member of staff
- Promote maximum attendance and excellent punctuality to your lessons - challenging students where this is not the case
- Save your register promptly within each lesson to enable students' attendance to be monitored effectively
- Use Go4Schools regularly.
- Classroom teachers should do all they can to avoid sending a student outside the classroom without supervision. Students should never be sent out in groups
- If the student's behaviour is extreme or they have not responded to your own strategies outlined in the policy refer to HOD / TLR and support system within department
- **A student should never be sent to the Head of Year's office without prior arrangement**
- If on a rare occasion you need to give a student permission to leave your classroom, you must provide them with a written note and record this on Go4Schools
- Incidents of inappropriate conduct (Stage 2) will always be logged on the Go4Schools system
- If a student ever leaves a lesson without permission, the Attendance Office must be alerted immediately, via email ([attendance@waleshigh.com](mailto:attendance@waleshigh.com)) or telephone and the incident should be logged on Go4Schools.

#### Role of Head of Department / TLR Holder:

- Ensure that students are placed in appropriate classes and consult HOY/SLT link for advice when establishing teaching groups
- Provide a clear structure of support within the department, ensure that colleagues are aware of support that is available – highlighting key staff to support with behaviour issues throughout the week

- Maintain an up to date isolation support rota within the department
- Monitor that all members of the department are following the behaviour for learning policy
- Monitor trends and patterns within Go4Schools behaviour management logging system
- Allocate standardised subject report as and when applicable, ensuring HOY and Tutor are aware of which students are on report. Record this intervention on Go4Schools and inform parents.
- Liaise with the pastoral team regarding any persistent behavioural issues
- Analyse ATL grades at each AP and provide a forum for departmental staff to discuss any student concerns or ATL issues

#### **Tutor:**

- Greet students at the door and encourage an orderly arrival to tutor group time
- Encourage and monitor excellent attendance and track punctuality
- Tutors have a key role to ensure daily checks on equipment, uniform, make up and jewellery happen at the start of the day
- The start of each morning tutor group should be an opportunity for tutees to demonstrate that they have their school bag and equipment. Tutors to begin the tutor group session by students placing these items on their desk, as an established routine
- Where equipment is an issue, pastoral support can provide such items
- Persistent failure to arrive at school without the necessary equipment, or without being dressed in correct uniform (without genuine reason or mitigating circumstances) will be met with a lunch time detention. Following 3 occasions this is escalated to an after school detention where issues are not resolved
- Referral to HOY where persistent failure to comply occurs
- Monitor students on report when requested by HOY

#### **Role of Head of Year / Deputy Head of Year:**

- Liaise with SLT link
- Support staff and tutors with persistent behavioural concerns
- Ensure regular communication with students' families and update teaching staff where behaviour contracts or agreements have been made
- Coordinate and provide support in parent/teacher meetings where behaviour has not improved following appropriate sanctions
- Monitor a student's progress and behaviour patterns as an overview to enable outside agencies to be informed and involved where appropriate
- Initiate and monitor use of report system, Intervention Strategy Meeting (ISM) and ATL data
- Monitor trends and patterns within Go4Schools behaviour management logging systems
- Reinforce positive behaviour for learning within assemblies, active tutorials and around school
- Reward positive attitudes, behaviour and attendance in line with whole school rewards policy
- Coordinate pastoral led behaviour for learning walks across whole school
- Deal with all serious incidents that occur – including acts of physical violence, verbal abuse directed at a member of staff, smoking, bullying and discrimination.
- Report all incidents involving racism and bullying immediately to SLT link
- Initiate process of removing a student from the classroom
- Following any period of exclusion, the HOY must initiate a reintegration meeting involving both student and family (plus any other appropriate member of staff)

#### **Role of Pupil Support Assistant (PSA):**

- Provide individual emotional and behavioural support for targeted students within the group
- To work 1:1 with students who have been removed from the classroom or during period of extended fixed term of exclusion
- Deliver self-esteem and other social development sessions where appropriate, focusing on positive

behavioural strategies

- To be directed by HOY to support within departments where appropriate

### **Role of Assistant Headteacher (Head of Upper School) and Senior Teacher (Head of Lower School)**

- Line manage all HOYs
- Strategically lead and develop a successful pastoral system which promotes a positive climate for learning
- Consider cases for fixed period of exclusion, via consultation with the Headteacher or Associate Headteacher.
- Oversee and attend reintegration meetings following fixed periods of exclusion, where appropriate
- Provide INSET opportunities for Behaviour Management and The Role of a Tutor to newly appointed staff
- Consider alternative provision as a strategy to re-engage students
- Coordinate and monitor the use of the 'Emergency Contact' system

### **Senior Leadership Team:**

- Through Senior Leadership Team link meetings, support HOD with strategies for promoting a positive climate for learning
- Support HOD to challenge staff that have failed to comply with the Behaviour for Learning Policy
- Support the duty system
- Support the 'Emergency Contact' system and coordinate the follow up appropriately

### **Governing Body:**

- Through Governors meetings ensure that the Senior Leadership are accountable for creating a positive climate for learning
- Support the Behaviour for Learning Policy by ensuring the effective management and implementation of the Governors Pupil Disciplinary Committee.

### **Monitoring Pastoral and Reporting Systems (See Intervention Policy)**

- Following each AP, an ISM will determine those students who need closer monitoring on report. This can be to support ATL, behaviour, academic progress or poor attendance. The HOY will notify all staff of which students are on report, which type of report they are on and who they will be monitored by (see intervention policy for further details)

### **Department Report:**

- If a HOD feels that a student would benefit from a period of time on departmental report (where the student hasn't been flagged up at the ISM), the school subject report can be used for a period of 2-8 weeks (maximum). Parents must be notified of the decision (how long) and kept informed of progress against departmental target. This should be communicated in the form of a letter
- Class teacher, parents and students must be clear of expectations whilst on report and understand the sanctions that are in place for failure to make progress against target. It is the department's role to monitor progress of students on subject report
- HOD must liaise with HOY to ensure a clear overview of issues across departments.

### **Reporting and Recording Behaviour Incidents:**

- Where an issue has arisen, which has involved a student failing to respond to a warning at Stage 1, resulting in the behaviour escalating to Stage 2, the action taken must be logged on Go4Schools along with the appropriate chosen follow up actions.

- Individual class teachers are responsible for logging behavioural incidents and following up with sanctions that are appropriate. Sanctions must be recorded.
- Where strategies within the classroom have failed to modify inappropriate conduct, the HOD /TLR holder must be informed and seek to place the student in another area within the department
- Sanctions following incidents within Stage 3 will be agreed with the member of staff who supports the emergency contact.
- Pastoral staff will monitor behaviour incidents for their year groups.
- Students who continue to receive behaviour logs will trigger further interventions. Pastoral Teams will be responsible for coordination whole school intervention where appropriate, ranging from a phone call /letter home, to a meeting with SLT / Governors

### **Serious Incidents of Inappropriate Conduct**

- Where strategies within the department have failed to modify inappropriate conduct, or refusal to accept instructions from a member of staff, this must always be dealt with following the correct channels
- If a student continues to defy staff despite the school's support system, they leave the school with no option but to enforce a fixed period exclusion or an equivalent period of time removed from the classrooms
- Students who are found smoking, drinking / in possession of alcohol or illicit substances on school site or when travelling on the school buses, will be formally excluded for a period of at least 1 day or spend the equivalent time in supervised internal exclusion, coordinated by the HOY. Such offences can also trigger consideration for a longer fixed period of exclusion, or in some cases, a permanent exclusion
- Students who are found with any articles that could be used as a potentially dangerous weapon; including knives, pocket knives or bladed articles or any fire arms or imitation fire arms, will be formally excluded for at least one day or spend the equivalent time in time in supervised internal exclusion, coordinated by the HOY. Such offences can also trigger consideration for a longer fixed period of exclusion, or in some case, a permanent exclusion
- Any acts of physical violence, racism, verbal abuse or persistent bullying directed towards a member of staff or another student will always be treated with the most severe sanctions. Each incident will be judged and dealt with on an individual basis and depending on circumstances will most often lead to a fixed period of exclusion or supervised internal exclusion. Parents / carers will always be informed and will be required to attend a reintegration meeting following the incident. All such serious incidents are regularly reported to governors
- If a student swears directly at any member of staff or uses inappropriate language of any kind towards a member of staff, they must be referred immediately via the correct channels of support. They will almost always receive either a fixed period of exclusion or an equivalent amount of time internally excluded as coordinated by the HOY. They will not be allowed back in lesson without consultation and sanction being completed
- For students with particular learning difficulties, disabilities or statements of SEN, the member of staff should not impose any sanction until consultation with SENCO/HOY to ensure that any special circumstances have been taken into account

### **Emergency Contact and Support**

- If a student's behaviour continues to escalate despite all school systems being followed and implemented, there is a rota for senior staff / SLT emergency contact. If you require emergency support click on the red button on the desktop titled 'emergency this will ensure you receive support immediately
- Remember to consistently remind students that they have a choice with how they choose to behave and respond, to enable the student to fully understand the consequence of their actions before this call is made
- As this support should only be used in an emergency and when all other school systems have been exhausted, there will potentially be serious sanctions for students who reach this level
- Within 24 hours of the incident there will be communication between the member of staff who

removed the student on Emergency Contact and the member of staff involved; this will be a time to ensure appropriate action had been taken and share the outcome of any further sanctions needed

### **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Separate advice is available on the school website 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies'.

### **Internal Exclusion:**

Wales High School recognises that although fixed term exclusions sometimes play an effective part in disciplining young people, for many individuals it serves no purpose in terms of modifying behaviour. To this end, students who have previously been excluded for a fixed term may be kept in school and placed in supervised internal exclusion for a specific period, as an alternative to a fixed term exclusion. Whilst isolated and removed from the classroom, students work under the direct supervision of key staff within school as coordinated by Head of Year, in a specific working area. This particular sanction requires student in internal exclusion to remain working until 3.55 pm. Parents or carers are contacted by the school prior to the period of internal exclusion, in order to establish the ground rules for this period and the terms of reintegration to timetabled lessons. Occasionally, Wales High School will use an alternative venue for internal exclusion, but this is always prearranged with family.

At the start of the period of internal exclusion, students will sign a contract of standards and expectations. Failure to comply with these clear procedures will result in a repeated internal exclusion period and / or a fixed period of exclusion. Whilst a student is isolated and internally excluded from lessons, the school will always ensure the health and safety of students and any requirements in relation to safeguarding and student welfare are met.

### **Referral to Alternative Provision / ASPIRE Pupil Referral Unit**

When a student's conduct fails to improve following sanctions and support systems, a referral to Alternative Provision will be considered by the pastoral team. Such referrals may be for a short period of 2-6 weeks, or may be part of a longer term off site provision agreement. All referrals will be administered via completion of the Rotherham Behaviour Guidance Thresholds and consultation with the SEMH leads is essential.

### **Fixed Term / Permanent Exclusions**

When the decision is taken to exclude a student from Wales High School, the parent or carer will receive a letter informing them of this decision, what the period of time will be for the exclusion and why the decision has been taken to proceed to this stage. Information is also provided which outlines support and offers guidance on how to appeal against a student's exclusion. It is important to note that any student who is excluded for any period of time beyond 5 days must be provided with full time educational provision from the sixth day of exclusion.

Following a particularly serious incident, and / or when a student fails to respond to intervention and support and therefore is involved in a series of serious incidents, the Headteacher may consider recommending permanent exclusion.

### **Governing Body Pupil Disciplinary Committee**

Following a particularly serious incident, and / or when a student fails to respond to intervention and support and therefore is involved in a series of serious incidents, Governing Body may wish to meet a student to discuss options detailed above.

***It is expected that each curriculum area will develop a behaviour for learning policy specific***

*to that area which fits within the framework of this whole school policy.*

## Appendix A – Attitude to Learning Staff and Student Criteria

### Attitude to Learning

*	<b>Outstanding Student:</b> <ul style="list-style-type: none"> <li>• Highly motivated and achieves at an outstanding personal level</li> <li>• Highly organised and demonstrates independence</li> <li>• Positive in all aspects of learning</li> <li>• Actively engages in all lessons, seeking additional work and guidance</li> <li>• Home learning is completed promptly and to an appropriate level</li> <li>• Attendance and punctuality are excellent</li> </ul>	
2	<b>Good Student:</b> <ul style="list-style-type: none"> <li>• Committed to learning and responds positively to most aspects of the lesson</li> <li>• Generally very well organised and can demonstrate independence</li> <li>• Determined to achieve, demonstrating a keen interest to do well</li> <li>• Completes all home learning to a good standard and usually on time</li> <li>• Attendance and punctuality are good</li> </ul>	
3	<b>Some Concerns:</b>	
	a	Doesn't always accept instructions first time. Low level disruption and needs reminding to stay on task
	b	Can lack commitment and motivation, and could improve initiative and organizational skills
	c	Classwork and/or home learning isn't always done or handed in on time. Often classwork and/or home learning is not their best work
	d	Attendance and punctuality could be better (as a guide below 96% and/or often late)
4	<b>Learning is Disrupted:</b>	
	a	Too often off-task and /or reluctant to engage in learning activities
	b	Displays little motivation to learn and / or underachieves compared to ability
	c	Classwork and / or home learning is rarely completed or inconsistent, despite guidance and help being offered
	d	Attendance and punctuality are causing a concern

## WALES HIGH SCHOOL



## HEAD OF YEAR REPORT

Name: \_\_\_\_\_ TG: \_\_\_\_\_

Week Ending: \_\_\_\_\_ Tutor: \_\_\_\_\_

**Reasons for being placed on Attitude to Learning Report (please tick)**Half Term Grades  Attendance  Parental Request Punctuality  Behaviour  Other 

A written comment will be given for each lesson, together with a score from 1 to 4 (see below). The 'target' score will be set by the Head of Year.

ATL Grade	Description
1	Outstanding
2	Good
3	Some Concerns
3a	Doesn't always accept instructions first time. Low level disruption and needs reminding to stay on task
3b	Can lack commitment and motivation, and could improve initiative and organisational skills
3c	Classwork and/or home learning isn't always done or handed in on time. Often classwork and/or home learning is not their best work
3d	Attendance and punctuality could be better (as a guide below 96% and/or often late)
4	Learning is Disrupted
4a	Too often off-task and/or reluctant to engage in learning activities
4b	Displays little motivation to learn and/or underachieves compared to ability
4c	Classwork and/or home learning is rarely completed or inconsistent, despite guidance and help being offered
4d	Attendance and punctuality are causing a concern

<b>TARGET:</b>
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	TG	1	2	3	4	5	6	
MON								
TUES							Catch up sessions:	
WEDS							Catch up sessions:	
THURS							Catch up sessions:	
FRI								

Parental Signature: (please sign daily)

Attitude to Learning Grades	1*	Outstanding		
	2	Good		
	3	Some Concerns	3a:	Doesn't always accept instructions first time. Low level disruption and needs reminding to stay on task
			3b:	Can lack commitment and motivation, and could improve initiative and organisational skills
			3c:	Classwork and/or home learning isn't always done or handed in on time. Often classwork and/or home learning is not their best work
			3d:	Attendance and punctuality could be better (as a guide below 96% and/or often late)
	4	Learning is Disrupted	4a:	Too often off-task and/or reluctant to engage in learning activities
			4b:	Displays little motivation to learn and/or underachieves compared to ability
			4c:	Classwork and/or home learning is rarely completed or inconsistent, despite guidance and help being offered
			4d:	Attendance and punctuality are causing a concern



**APPENDIX B**

**WALES HIGH SCHOOL**

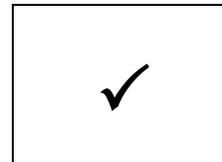


**HEAD OF YEAR TARGET REPORT**

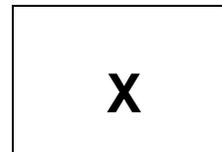
**Name:** \_\_\_\_\_ **TG:** \_\_\_\_\_

**Week Ending:** \_\_\_\_\_ **Tutor:** \_\_\_\_\_

**HOW TO USE:**



*If the target is met by the student in a lesson, or in the case of tutor group the student arrived on time and behaved appropriately.*



*If the target is NOT met by the pupil.*



*If the target does not apply e.g. homework not set.*

**PLEASE INITIAL ALL ENTRIES**

	T G	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
MON		1			2			3			4			5			6		
TUES		1			2			3			4			5			Catch up session:		
WEDS		1			2			3			4			5			Catch up session:		
THURS		1			2			3			4			5			Catch up session:		
FRI		1			2			3			4			5					

Parental Signature: Please sign at end of each day

Target A .....

Target B .....

Target C .....

**APPENDIX B  
WALES HIGH SCHOOL**



**EXTRA SESSION DIARY**

**Name:**

**TG:**

**Week Ending:**

**Tutor:**

**PURPOSE OF THIS DIARY:**

This student has been issued with a monitoring diary to enable better organisation and clearer planning of attendance at extra catch-up sessions.

It is designed to help boost performance in line with target grades.

Please do all you can to accommodate this request for additional support. Thank you.

**SUBJECTS TO TARGET:**

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**Please report to:** \_\_\_\_\_

**STAFF PLEASE INITIAL ALL ENTRIES**

<i>Day</i>	<i>LUNCH TIME SESSION Subject/Room Time of Session</i>	<i>Attended</i>	<i>Feedback re current progress</i>	<i>AFTER SCHOOL SESSION Subject/Room Time of Session</i>	<i>Attended</i>	<i>Feedback re current progress</i>	<i>Parental Signature</i>
<i>Mon</i>							
<i>Tues</i>							
<i>Weds</i>							
<i>Thurs</i>							
<i>Fri</i>							

# WALES HIGH SCHOOL BEHAVIOUR FOR LEARNING

