



## NEWLAND SCHOOL FOR GIRLS

**Pride. Aspire. Excellence.**

# CLIMATE FOR LEARNING POLICY

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Approved by IEB	26.09.16
Mike Rogerson	
Review	September 2017

## **Our Vision:**

*To develop a climate where students take pride in their learning, where high aspiration and individual character drive our students to achieve greatness and excellence in that they do.*

## **CLIMATE FOR LEARNING POLICY**

- A positive climate for learning is a whole school responsibility.
- A positive climate for learning is *not just* about a behaviour policy, it is also about:
  - good teaching
  - an appropriate curriculum that motivates
  - positive relationships between teacher and learner
  - in our inclusive school striving to meet the need of all regardless of ability and ethnicity
  - having the highest of expectations
  - listening to the „student voice“
  - staff consistently implementing the school’s guidance on managing a positive climate for learning in lessons and around school

### **Good Teaching**

It is an expectation that all teachers:

- *Plan challenging* lessons, according to the Newland learning cycle, that are varied and interesting and that ensure the highest rates of progress in all our students.
- *Use data* to set work at an appropriate level of challenge – you cannot teach a student you don’t know“
- Make learning *enjoyable*
- Develop a *strong teacher-learner relationship* within a culture of *mutual respect*. Relationships are a major factor in a learner’s capacity to engage.
- Enthuse and motivate all pupils to participate.
- *Carry out regular assessments* (half-termly in most subjects) as per the directorate assessment cycle, conduct moderation of those assessments and share with *learners what they need to do to improve*
- Use the results of these assessments to inform planning, *celebrate success* and *raise the learners“ self- esteem and progress*

### **Continuously enhancing the quality of Teaching & Learning**

It is an expectation that all the school/departments/teachers will:

- Keep the quality of Teaching at the „top“ of the agenda
- Attend whole school and directorate training sessions on a weekly basis and that they participate in half-termly performance reviews focussing on their individual elements for improving
- Share good practice through and between directorates.
- Be proactive in their own professional development.

- Engage positively in whole school initiatives which seek to develop the Quality of Teaching.

### **Monitoring Learners Achievements**

- Robustly tracking progress within each year group and each subject area
- Underachievement identified and additional strategies to support learners put in place
- Leadership (AH & DOL) and HoH having both academic and pastoral responsibility
- Tutorial time to be used effectively so that academic achievement is informed by knowledge of learners' personal development and particular circumstances

### **Expectations of Behaviour from Staff**

- Good role models for behaviours valued by the school
- Set high standards; be consistent in the application of the non-negotiable rules. [Appendix 3] These are right
- Being adult – leading by example
- Being adult – being forgiving
- Have clear and consistent boundaries and hold to them
- Praise good behaviour as well as good work
- Implement the school agreed procedures consistently

### **Expectations of behaviour from students**

See: "*Classroom expectations for students*" [Appendix 2]

- To attend regularly and on time
- To have a pen, planner and a school bag
- To dress according to the school dress code; coats off in the school buildings and a blazer worn at all times around school
- To turn off mobile phones in the buildings and put them out of sight & on silent
- To follow polite instructions from staff first time of asking
- To speak politely and respectfully to all, adult and child
- To try their best

### **Positive Student-Teacher relationships**

Where a positive relationship exists between the teacher and the learner it is much more likely that there will be engagement with learning. Teachers are expected to lead by example and show respect to all learners in order that mutual respect can be developed.

The school recognises the importance of the Social and Emotional Aspects of Learning/Personalised Learning and Thinking Skills. (SEAL/PLTS) We have started work on planning opportunities to develop these skills so that they become part of the school's ethos and integrated into the curriculum.

However, good teaching, an appropriate curriculum with regular monitoring and high expectations are not always enough to ensure the positive climate for learning. To support these our *Managing Attitudes to Learning* states the procedures that staff at

the school are expected to follow consistently in order to maintain that positive climate for learning when faced with unacceptable behaviour.

## **MANAGING ATTITUDES TO LEARNING**

### **Expectations**

The expectations of our policy on managing attitudes to learning will help us to establish our positive climate for learning. They recognise that all behaviours are learned and they apply to our whole school community.

- School staff and students should all show respect to one another.
- Good behaviour should be rewarded and sanctions for unacceptable behaviour should always be applied consistently across the school.
- Students whose behaviour and attendance may deteriorate through events such as bereavement, abuse or other family situations should be identified and supported.
- All members of the school community should be listened and responded to.
- All members of the school community are entitled to learn in a safe and secure environment.
- Students should act as appropriate ambassadors for the school at all times, especially when on school trips, work placements, sports events and journeys to and from school.
- All school staff should model positive behaviour and promote it through the active development of students' social, emotional and behavioural skills.
- All members of the school community should understand and accept the principles on which the managing attitudes to learning policy is grounded.

### **TYPES OF BEHAVIOUR**

The school recognises four types of learner. See Appendix 6 "Learner Matrix"

#### **Expert Learners**

An Expert learner is a student who is engaged in their learning and embraces the school ethos. They are self-confident and make a positive contribution to lessons and to school life as a whole. They initiate projects, generate discussion and are comfortable with self-assessment. They take on positions of responsibility within the classroom and across the school. They have self-esteem and they respect the rights of others showing tolerance for diversity. They value and protect the school environment. They want to develop the expertise and experience needed to claim their rights and understand their responsibilities. They welcome the challenges and opportunities of their school experience. They are punctual to all lessons, take pride in their appearance and recognise school as a preparation for becoming an active citizen in adult life. An expert learner would apply this attitude across all lessons.

#### **Advanced Learner**

An Expert learner is a student who is engaged in their learning and make a positive contribution to lessons and to school life as a whole. They strive to meet the requirements in lessons, and complete work to a high level, actively seeking ways to

improve their work. They value the challenges and opportunities of their school experience. They are punctual, take pride in their appearance and recognise school as a preparation for becoming an active citizen in adult life. An advanced learner would apply this attitude across the majority of their lessons.

### **Developing Learners**

They are not aggressive or disruptive but have not yet reached the level of positive. They behave because they have to rather than because they want to. Their behaviour is acceptable in the classroom and it does not interfere with learning or lead to time being wasted. These students are helped by having a common/shared understanding of what is/is not positive behaviour and respond appropriately to sanctions that are applied consistently. By developing strategies that nurture, encourage and reward positive behaviour these students can become positive, and supported to become an advanced learner across all lessons. They are punctual, take some pride in their appearance and can identify that school as a preparation for becoming an active citizen in adult life. An expert learner would apply this attitude most of their lessons.

### **Basic Learner**

The behaviour of these students inhibits their progress or well-being in lessons on more than a few isolated occasions. Their behaviour results in time being wasted through persistent low level disruption or occasional deliberate disobedience. They may arrive on the bell to lessons and only seek to meet the minimum requirements of the lesson. Completed work can lack effort, inhibited by extensive off-task chatter. These students are helped to exhibit acceptable behaviour through clear expectations and behaviour targets on a Report Card. In some of the most difficult cases IBPs are required with targets geared towards acceptable behaviour and other support strategies put in place e.g. Support from the inclusion team. Our aim is to improve the student's attitudes to learning through self-reflection and the consistency of staff modelling positive behaviour, establishing clear expectations, actively celebrating those students who behave well and by being consistent in following policy.

See "A Quick guide to Behaviour Management" [Appendix 3]

## **BEHAVIOUR PROCEDURES**

### **LEVELS OF RESPONSE / RESPONSIBILITY FOR ENCOURAGING POSITIVE BEHAVIOUR AND DEALING WITH UNACCEPTABLE BEHAVIOUR**

See: "Behaviour Procedures" [Appendix 4] and "Classroom expectations for students" [Appendix 2] and See "Using SIMS document" – [Appendix 5]

All school staff are expected to follow the Behaviour Procedures. Through these, all school staff take responsibility for the behaviour of students. A key aspect of this expected action by staff is a recognition that positive behaviours will be encouraged through the use of praise. There is a definite „chain“ to the sanctions and no unacceptable behaviour should knowingly take place without the appropriate follow-up.

### **REWARDS**

(See Appendix 7 "Rewards Pledge")

Praise and rewards are central to our policy.

A key aspect of our policy for managing attitudes to learning is our system of rewards. Girls are rewarded in two ways; firstly Vivo Miles are collected and contribute towards inter House competitions.

Girls are also rewarded individually. Vivo Miles can be “cashed in” at our Vivo Miles online shop.

Points can be exchanged for goods of varying “point’s value”.

## **STUDENT INCIDENT & TEACHER ACTION REPORTING**

See “*Using SIMS document*” – [Appendix 6]

For all instances of poor behaviour, including those that lead to a “Red Card”, the teacher should enter the incident onto SIMS behaviour management system. This should detail the poor behaviour and the action that has been taken and by whom. Circulation should follow the guidelines as per Consequence Route document.

Entering the incident onto SIMS should be a priority. All tutors, DoLs and HoH are notified immediately through an electronic message. It is important that the sender records the action they have taken. It should also be made clear if any further action is needed and by whom.

Assistant Heads/HOH will check that the level of response for the incident is appropriate – if not they will request further action.

For instances of very serious breaches of behaviour, a senior member of staff will respond and deal with the situation. It still must be recorded on SIMS.

## **RED CARD**

- Red Cards are to be used when:
  - serious misbehaviour occurs e.g. swearing at the teacher/LSA or an outburst of swearing
  - behaviour occurs that prevents other students in the class from learning
  - defiance that causes disruption to the lesson
  
- As a teacher you must be emotionally intelligent in how you deal with instances of poor behaviour in the classroom.
  
- Use “red cards” appropriately:  
i.e.
  - first, try to de-escalate a “situation” from developing
  - consider the effect on learning for the whole class
  - give 2 warnings so that if the poor behaviour continues, the student is making a choice” to continue with the behaviour and understands the consequences
  - follow the “red card” policy when you have made the decision to “red card”.
  
- For a student to be “red-carded” is a serious matter and will be dealt with by senior members of staff.
  - at the first opportunity the teacher will record on SIMS and send to Pastoral mentor, tutor, DoL and HoH.

- appropriate action must be taken by the subject teacher in liaison with the DoL and departmental policy
- the action taken by the teacher/DoL must be recorded in SIMS to update the pupil's file and a notice is sent to the HoH.
- A red Card letter will be sent to parents/Carers to inform them of their daughter's behaviour.
- Pastoral mentor will make contact with the students' home, to inform them of the necessary sanction.

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- SLT member responding to the "red card" should firstly ascertain the situation and attempt to deal and resolve the situation immediately, so no lost learning time occurs. The senior member of staff will speak to the member of staff and the student separately to ascertain their view points of the incident which has occurred. Where the student is able to apologise for their behaviour to the member of staff and provide reassurance that a similar level of unacceptable behaviour will not re-occur, they should be returned to the lesson.

If the senior member of staff is re-called to the same student, the student will be immediately withdrawn and a minimum of one-day inclusion occur for the student for the following day; the student will remain isolated for the remainder of the day.

Where a student is unable to be placed back into lesson they will be placed with a senior member of staff for the remainder of the lesson, with work from their lesson to complete. A detention for the next evening after school will be issued by the senior member of staff.

The class teacher is responsible for recording all these events on SIMS. Where the pupil is returned to class, this should be recorded as a C2/B2. Only when the pupil is removed by a senior member of staff should their behaviour be recorded as a C3/B3

- The Behaviour manager and mentors are responsible for tracking persistent behaviour issues. Where persistent behaviour issues occur, they should ensure that appropriate referral is made to the assistant head for further action.
- Parents will be informed of all incidents which lead to the detention, isolation and/or inclusion of their child. It is vital that parents are kept fully informed.

## **DETENTIONS**

Detentions may be organised by individual teachers, directorates and Pastoral Mentors as they see appropriate.

All detentions should be issued timely and with warning. Lunchtime detentions must finish at 1.20 (Monday, Tuesday, Thursday, Friday) and 12.50 (Wednesday) to ensure that students have time to get something to eat.

It is never appropriate to detain a whole class as a result of actions by one or a few individuals.

Students should not be delayed at the end of the school day so that they miss school transport.

Whole school detentions run by senior staff occur at lunchtime for those students who are late to school and for those students whose behaviour has been deemed unacceptable, after school. Mentors will collect all students for detention. Detention

slips will be issued in a morning for all those signing in after 8.45am and detention slips will be issued to individual's if behaviour dictates it.

## **INCLUSION ROOM**

The aim of the inclusion room is to reduce the number of fixed term exclusions and to modify poor behaviour. All students placed in the inclusion room will be authorised by the Headteacher in advance. No student will be placed in the inclusion room during the school day. Periods in the inclusion room will be one, two or three days.

- Work for the student to complete whilst in the exclusion room will be requested from the students' subject teachers by the Pastoral mentor. The work should allow for catch-up if a student has fallen behind in their work and always include **sufficient and challenging work**.
- The student will be entitled to a break of 20 minutes within the inclusion room but will not be allowed to leave the room.
- Drinking water will be provided throughout the day for the student but under no circumstances should the student leave the room.
- The student will be escorted to the toilet either before or after the usual break times. Male teachers i/c of the room, or if more than 1 pupil is in the room, will request the assistance of Pupil reception by using the telephone in the Inclusion room.
- A sandwich lunch will be ordered from the canteen and lunch will be eaten in the inclusion room

## **REJOINING CLASSES AFTER THE INCLUSION ROOM**

- The period of internal exclusion should see the same outcome as a fixed-term exclusion. The Assistant Headteacher or HOH should seek assurances as to her behaviour and the student will be placed on a report to the A/H for four weeks.

## **RECORDING USE OF THE INCLUSION ROOM**

- A log book will be kept in the inclusion room to record the names of all students working in the room, work completed, any issues that arose.....etc.

- The Pastoral Mentor or a member of the inclusion room staff will notify the staff on the Inclusion Room Duty list that they are required.

## **USE OF FIXED TERM EXCLUSIONS**

- Fixed term exclusions will be authorised by the Headteacher.

## **ADDITIONAL SUPPORT PROGRAMMES**

See "*Inclusive Support for Students at Risk*" – [Appendix 9]

The school has established a number of additional strategies to support those students whose unacceptable behaviour/poor attendance is proving to be a barrier to their learning and, if left unchecked, to the learning of others.

- **PASTORAL MENTORS** – case loads are determined by Assistant Headteacher, usually as a result of a high number of incidents/red cards and are reviewed regularly.  
Currently, there are 5 pastoral mentors with one attached to each year group. Their role is to work with and support individual students, to keep them in the classroom and keep them learning. They also work with students to break down the barriers to learning, raise aspirations and motivate them. Mentors also liaise closely with parents.

At KS3 a Transition Mentor supports Year 7 students who find settling into secondary school difficult.

- **GOVERNOR PANEL** – from time to time the school may invite parents and student to meet with a member of the Governing Body to discuss their behaviour in order to prevent exclusion.  
This serves to stress to both how serious the behaviour has become. It keeps Governors informed of the more difficult to manage students.
- **LIAISON WITH OUTSIDE AGENCIES – EWO, Connexions, Social Workers, Police**  
The school works closely with all outside agencies to support students as appropriate. The school engages with a wide range of providers to support the needs of all students and most especially those vulnerable learners. We employ the School Nurse, Listen Up, SMASH through Headstart and work with CAMHS, Social Services

## **EXCLUSION POLICY**

The school will not use either fixed term or permanent exclusion lightly. They must be regarded as the most serious sanction available.

The school will use fixed term exclusion for:

- swearing at a member of staff
- physical assault on a member of staff or a student
- persistent failure to comply with school rules
- any behaviour(s)/ actions which put other students at risk
- Bullying.

The school is mindful of the “six day” rule – and understands that any length of exclusion over 5 days will necessitate making provision for the student to be educated and 1 day for LAC.

Only the Headteacher can exclude a pupil from the school.

Permanent exclusions will be avoided by “managed moves” where ever possible.

However, on some occasions it will be necessary to permanently exclude a student from the school.

## **SMOKING**

The whole school is a non-smoking site and therefore no student, member of staff or visitor should smoke on the premises. Students should not bring cigarettes, matches or lighters to school.

Students are taught to lead healthy life styles; however, we know that some will still take the risk.

Students found smoking on or near the site should be moved on and asked to put out their cigarettes. A referral on SIMs should be made to record details of students who fail to follow instructions. It may be that this is part of a wider picture of defiance. Those students found to be smoking should be referred to F. Routh for the Smoking Cessation Programme in extra-curricular.

## **DRUGS AND ALOCOHOL ON SITE**

Under no circumstances should students bring drugs or alcohol on to the school site. Staff who consider that a student may be under the influence of either drugs or alcohol should contact a member of the Senior Leadership Team immediately who will investigate and if deemed necessary arrange for the student to go home with a parent. Conversations with the parent regarding support will take place.

Newland School for Girls has a zero tolerance policy on drugs. Dealing or in possession of drugs on the school premises would be a police matter and lead to permanent exclusion.

## **SCHOOL DRESS CODE**

See: "*School Dress Code*" [Appendix 8].

Students are expected to follow the school dress code.

As students enter the classroom, all staff are expected to check that students are dressed appropriately. Congratulate girls who look smart and follow the code. Each period 1, mentors will attend all classrooms and the member of staff should inform them of which students are not conforming to the school dress code. Failure to conform is a U3 and should be entered by the mentor on SIMS. In all cases the mentor should ensure that the student is appropriately dressed.

Girls wearing visible and large jewellery must be asked to remove it in line with school policy, and to take off any "coloured tops", coats and scarves.

Staff are expected to be firm and consistent in following school policy. Strategies should be used that achieve the desired outcome without escalating the situation. Such strategies might include asking politely for example, a coat to be removed, walking away and carrying on with the start of the lesson, another request either verbally or through body language if it has not happened, and then a final request. If this is not complied with, start the consequence route.

## **MOBILE PHONE POLICY**

Mobile phones are allowed in school for both staff and students. It is accepted that they can be a valuable form of communication for students with their parents when travelling to and from school. This is particularly so when students are involved in after-school activities.

"Out of Sight and Turned Off" Mobile phones should not disturb lessons by ringing or "bleeping". Students should not be using phones in lessons to send or read text messages or to make or receive calls.

During all formal sessions – i.e. lessons, including those held off-site at another school, college or sports centre; registration; tutor time; and assemblies – it is expected that mobile phones are turned off and put out of sight in a bag or pocket. Mobile phones should not be turned on or visual inside the school buildings and this includes at break time and lunchtime. This policy applies to both staff and students.

It is an expectation that staff remind students at the start of a lesson to ensure that their phones are turned off and to ensure that they are placed securely out of sight in a bag or pocket.

Students should also be reminded that if a mobile phone is used or heard during a lesson it will be removed and will have to be collected from the school office at the end of the day by the student.

### **Confiscation of Mobile Phones**

Staff who confiscate a mobile phone from a student are responsible for its safe keeping. The phone should never be left unattended on a desk or placed in an unlocked drawer following confiscation. The phone must be taken personally to the school office for safe keeping as soon as is practicably possible.

A referral will be logged on SIMs by the school office

The office will keep a record of the phones confiscated and send a letter home. If a girl has her phone confiscated for a third time it will not be released except to a parent. The office will generate the appropriate letter.

Use of Mobile Phones for taking photographs/videos

It is not appropriate for girls to use mobile phones for taking and sharing humiliating photographs or videoing others being harassed.

This is to prevent bullying and photographs/videos being transferred to internet sites. Staff will have to use their professional judgement and discretion when they see girls using their phones to take photographs in order to decide whether those being photographed are happy with the situation or not.

### **MANAGING VIOLENT INCIDENTS**

Violent incidents against staff or students are exceptionally rare.

However, if such an incident occurs the following procedures should be followed:

1. Call for support from a senior member of staff immediately.
2. Remove the student or the class to ensure that safety of all students.
3. Immediate action should be taken to provide first aid for any injuries and to access medical help for any injuries that go beyond first aid. It is always good practice to have all parties – victim and attacker – “checked over” even if injuries are not obvious.
4. Provide the victim with a drink, emotional support and somewhere private to sit.
5. Statements should be taken as soon as possible from a variety of witnesses and from the victim themselves as soon as they are able to do so.
6. Parents should be contacted as soon as possible to inform them of what has occurred and what the follow up will be.
7. The attacker must be prevented from meeting the victim at this time and it may be appropriate for them to be escorted from the premises by a parent.
8. The appropriate forms for recording a serious incident should be obtained from the office and completed by the victim (if staff) and the Headteacher before submission to the LA.
9. Any sanctions should follow thorough investigation and adhere to school policy.

### **SCHOOL POLICY ON THE USE OF FORCE BY STAFF TO CONTROL OR RESTRAIN PUPILS**

#### **What is reasonable force?**

The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

“Reasonable in the circumstances” means using no more force than is needed.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. Reasonable adjustments should be made to this definition for children with special needs and/or disabled children who may have known issues and also may have a handling plan.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes, to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Reasonable force can be used to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so. A trained senior member of staff should be called to do this.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others. A trained senior member of staff should be called to do this.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts. A trained senior member of staff should be called to do this.

At Newland School for Girls, force as a punishment will not be used – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal and illegal high drugs
- stolen items
- tobacco and cigarette papers
- fireworks

Only staff who have undertaken the Team Teach Training should be physically restraining pupils. However, if a child is at risk it is vital that you act with authority to stop them either hurting themselves or hurting others. It is important that you do not put yourself at risk of harm and should endeavour to find support in such circumstances and ensure a senior member of staff is called immediately.

### **Informing parents when force has been used on their child**

All instances where physical restraint or control has been used on a student, the member of staff should complete a Record of Physical Restraint /Control Form. This form will be used when communicating the incident details and the need for restraint to the parent(s).

### **What happens if a pupil complains when force is used on them?**

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

## **ANTI-BULLYING POLICY**

See: *Anti-Bullying Policy*

The school will not tolerate bullying of any kind.

All staff are expected to be vigilant both in their classrooms and around the school for any girls who may be being bullied. All incidences must be reported immediately to a pastoral mentor.

All cases of bullying are most effectively dealt with if intervention is early.

Students are often reluctant to admit that this is the case and therefore it is even more important to ensure that no bullying occurs in your classroom e.g. name calling, throwing pencils, ignoring a student so that they feel left out and unhappy.

When classes are using computers staff are expected to be alert to any students who may use the opportunity to send nasty e-mails or threatening messages. It would be appropriate to complete an incident form for circulation if bullying is suspected.

Where computers were used, a “ban” from the internet should be arranged with the network manager.

Staff must take any allegation of bullying reported to them seriously ensuring that follow up occurs. Under no circumstances should an allegation be ignored. A conversation with the appropriate HoH may be the most appropriate way of dealing with any allegation brought to your attention.

## Classroom Expectations

*Students perform best when teacher expectations are clear, high and consistent.*

All teachers should ensure that:

### At the start of a lesson:

- Meet and Greet the students at the classroom door
- Ensure students line up outside in a single file line
- Coats off
- No Phones/Earpieces
- Students enter the room in a single file line
- Greet each student
- Direct students to their allocated seats
- Planners and equipment are placed out on the desk at all times and the students are ready to learn
- A register of attendance is taken every lesson using Lesson Monitor.
- The start of the lesson is clear and definite and positive

### During a lesson:

- There is an expectation that active learning will take place.
- Both teacher and pupils show a mutual respect towards each other – courtesy and politeness are the expectation.
- The following **ways of working** will be used:
  - Independent Silent Study (the default position)
  - Quiet Partners (only allowed to speak to the person next to them)
  - Organised and Polite Tables/Groups (only allowed to speak to the other students on their table or group)
  - Respectful Whole-Class (no hands up or shouting out. The teacher will direct questions to the students)
  - Bringing the group back to silence: The teachers says, “OK class. Look this way. (Teacher raises hand) **Active Listening please 3 2 1** (teacher pauses for 3 seconds before speaking). Thank you.”
  - No hands up and direct questioning
- If a pupil needs to leave the classroom she must carry a Blue Card.
- Inappropriate behaviour is challenged and a pupil is only removed as a last resort.

### At the end of a lesson:

- Leave enough time
- Praise and reward good behaviour
- Tidy up in plenty of time and put resources/books away
- Students stand behind their chairs and are silent
- Thank the students and say goodbye
- Dismiss them a small number at a time
- Follow up any behaviour issues.



## Pride: Our student pledge....

...to be ready for learning, being the best that we can be.

### CLASSROOM EXPECTATIONS

<p>I will arrive on time to ALL lessons, tutor times and assemblies. I will line up in single file, quietly. <i>(Your coats should already be off and you should not be using a mobile phone in the building)</i></p>
<p>I will dress according to the School Dress Code. <i>(No rings, facial piercings or bracelets)</i></p>
<p>On entry to the room, I will go straight to my allocated seat and take all of my equipment out and begin the starter activity</p>
<p>I will actively listen at all times <i>(Respond <b>straight away</b> when you hear your teacher say 3 2 1)</i></p>
<p>I will always follow the instructions of the adults in the room</p>
<p><b>I will treat everyone fairly</b> by listening and respecting their point of view. I will always be kind and support each other to learn effectively</p>
<p><b>I will show enthusiasm for learning</b> and never ever give up when I find something difficult. <i>(Remember BBBB Seek a solution Brain, Book, ask a partner (Buddy) to help, and then tell the teacher (Boss) you are finding the work difficult)</i></p>
<p><b>I will keep focused on my learning at all times</b> <i>(Do not talk about anything that is not connected to the work you are doing)</i></p>
<p>At the end of the lesson I will pack up quietly and stand behind my chair and wait to be dismissed. <i>(Leave the classroom quietly and calmly)</i></p>

### Our expectations and consequences:

#### **Pride:**

**It is imperative that we all follow and enforce the non-negotiable rules as created by staff and pupils.**

U1/C1/B1 – (1<sup>st</sup> warning) Pupils are warned as a result of breaching a non-negotiable rule. Staff to record on SIMs.

U2/C2/B2 – (2<sup>nd</sup> warning) A pupil breaks a school rule for a second time: Record on SIMs and write a quick note in planner.

U3/C3/B3 – A pupil breaches a school rule 3 times or is involved in a serious incident. Teacher to contact pupil reception (send a pupil with your red card). An SLT member will attend and either remove the pupil and issue an after school detention slip, or attempt Restorative Practice between student and teacher if appropriate and return pupil to class.

Pupils who persistently break school rules will be placed on report and serve after school SLT detentions.

<b>Non-Negotiable Rules</b>		
<b>Uniform</b>	<b>Conduct</b>	<b>Behaviour</b>
<ul style="list-style-type: none"> <li>• Black non-fitted trousers/ Non fitted below the knee skirt</li> <li>• Black 'V' neck jumper</li> <li>• Black school blazer</li> <li>• Plain black shoes and socks</li> <li>• Shirt and tie worn correctly</li> <li>• Black tights (with skirt)</li> <li>• <b><u>Jewellery/appearance</u></b></li> <li>• One Pair of small studs or sleepers and a watch. <b>No other jewellery is permitted!</b></li> <li>• No facial piercings</li> <li>• No extreme hair colour/style</li> <li>• No false/acrylic nails</li> <li>• Discreet make up only</li> </ul>	<ul style="list-style-type: none"> <li>• Planner should be out on the desk</li> <li>• Ready to learn (correct equipment: pen, pencil, ruler, PE kit)</li> <li>• Active Listening</li> <li>• Sit upright</li> <li>• No off task chatter</li> <li>• Mobile phones should not be seen or heard.</li> <li>• Bags on the floor</li> <li>• No chewing</li> <li>• Drink water only</li> <li>• Litter in bins</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking</li> <li>• Truancy</li> <li>• Persistent disruption</li> <li>• Assault</li> <li>• Verbal abuse</li> <li>• Offensive language</li> <li>• Vandalism</li> <li>• Theft</li> <li>• Bullying</li> <li>• Fighting</li> <li>• Racism</li> </ul>



**Learning matrix**

# Which type of learner are you?

Become a champion learner; achieve expert learner each half term.

	Expert Learner	Advanced Learner	Developing Learner	Basic Learner
<b>Pride - How you follow School expectations</b>				
<b>Attendance</b>	100-98%	97.9-95%	94.9-90%	Below 90%
<b>Punctuality</b>	Arrives in plenty of time for all lessons, moving on or before the first bell.	Moves on the first bell.	Arrives ahead of time, before second bell.	Arrives on second bell.
<i>Subjects</i>				
<b>Uniform</b>	Wears correct uniform and PE kit with pride; sets a positive example to their peers.	Wears correct uniform and PE kit with pride.	Wears correct uniform with pride on most occasions.	Wears correct uniform
<i>Subjects</i>				
<b>Equipment</b>	Prepared for lessons with advanced equipment; a wide range of stationary items.	Prepared with advanced pledge equipment.	Prepared with basic pledge equipment, and some additional items	Prepared with basic pledge equipment items
<i>Subjects</i>				
<b>Respect</b>	Always well mannered, actively seeks to encourage others.	Uses good manners, thoughtful of others.	Well mannered, considerate of others.	Able to use basic manners.
<i>Subjects</i>				
<b>Behaviour</b>	No negative behaviour points, high number of reward points and actively encourages others.	No negative behaviour points, high number of award points.	Low negative behaviour points, average number of rewards points	Low negative behaviour points, some rewards points
<i>Subjects</i>				
<b>Aspire – How you work</b>				
<b>Responsibility</b>	Always works effectively as a team player	Works well in teams	Can work well in teams	Has difficulty working with others
<i>Subjects</i>				
<b>Resilience</b>	Continues to apply effort to challenging tasks, with limit support. Self-managing.	Applies full effort to challenging tasks without giving up.	Works well to achieve task without giving up.	Works with some determination before stopping.
<i>Subjects</i>				
<b>Independence</b>	Works exceptionally well on their own on challenging task, starts next task without asking.	Work well independent with a high level success.	Work successfully on their own.	Can work on their own.
<i>Subjects</i>				
<b>Excellence – How you achieve</b>				
<b>Self-Assessment</b>	Understands fully how to improve their work during the lesson and takes significant steps make those changes	Can identify ways to improve their learning; actively makes the necessary changes	Is able to assess their learning in this lesson and makes some changes.	Attempts to evaluate own learning, with some success.
<i>Subjects</i>				
<b>Quality of work</b>	Work used as an example to others A high level of curiosity and initiative shown, actively seeking to improve.	Work complete to a high level, actively seeking of ways to improve.	Work completed to a good level. Some self-improvement.	Work completed to minimum expectations.
<i>Subjects</i>				
<b>Target grades</b>	Strives to meet or exceed all requirements across all lessons, actively seeking feedback.	Strives to meets all requirements in most lessons, acting on feedback given.	Strives to meet requirements of lessons, with good use of feedback.	Strives to meets minimum requirements of lessons, use of feedback
<i>Subjects</i>				
<b>Homework</b>	Seeks the opportunity to extend their learning and exceed the expectations.	Completed to a high standard, some additional	Completed to a good standard	Minimum homework requirements met
<i>Subjects</i>				

## Newland School for Girls



Our student pledge....

*...to aspire for excellence; recognised through rewards.*

***At the end of each lesson, I will be rewarded with vivos if I have demonstrated that I was:***

- ***Ready to learn*** – I have all the basic equipment with me, including my class exercise books and subject specific equipment, e.g. PE kit, Food.
- ***Positive attitude to learning*** – I have engaged with the activity, tried my best and didn't give up.
- ***Good Progress*** – I have demonstrated good progress within the lesson, or over time, considering where I started from.
- ***Outstanding achievement*** - My teacher says that I have completed an excellent piece of work or I have been successful completing a new task.
- ***Meeting Tutor target*** – I have met a target set by my tutor; this could be regarding, my leadership responsibility, or a personal target towards becoming a better learner.
- ***Headteacher's commendation*** - I could be nominated for this reward by my teacher, so if I have done something really well, perhaps I could ask my teacher if I deserve a nomination.

Pride. Aspire. Excellence.



## Newland School for Girls

Our student pledge....

*...to have pride in our appearance.*

### My uniform:

**I will always wear my shirt and tie correctly.**



**I will take pride in wearing my blazer.**

**I will wear black non-fitted trousers or a black non-fitted knee length skirt.**

**I will wear plain black shoes, with black socks/black tights with a skirt.**

### My appearance:

**I will only wear one pair of studs/sleepers**

**I will not wear any facial piercings**

**I will not have any extreme hair colour/style**

**I will not wear long false/acrylic nails**

**I will only wear discreet make up.**

**I will wear the correct PE uniform, with sports trainers.**

Newland School For Girls – **Black shorts/purple skirt, purple top.**

