

# Culture for Learning Policy

## Hove Park School

Committee	<b>B</b>	Governor Link		Staff Link	<b>Jim Roberts</b>
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## **Culture for Learning Policy**

### **The policy**

The purpose of this policy is to provide structure and guidance in helping to foster a positive and caring environment for the whole school community to work within. It sets out a framework for behaviour in our school and the appropriate ways of dealing with problems that arise. It is the responsibility of all adults working in the school to promote good standards of behaviour and establish positive working relationships. Only a small part of this can be achieved through correcting inappropriate behaviour. The modeling of 'how to behave' in any given situation will have far greater impact. All staff must be constantly aware of the need to promote high standards of behaviour, praise good behaviour and challenge inappropriate behaviour. High standards should be expected, and rules applied consistently and fairly. Continual reinforcement and support for the policy will support all colleagues in creating an improved and developing culture for learning.

### **Social and Emotional Aspects of Learning (SEAL)**

Social and emotional skills are the skills of making positive relationships with other people, of understanding and managing ourselves and our own emotions, thoughts and behaviours. If people have these skills they can understand and respond to the emotions and behaviour of others, in ways that are in the best long-term interests of themselves and others. When people have good skills in these areas they are more likely to learn to:

- Be effective and successful learners
- Be self-motivated
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals
- Recover from set backs and persist in the face of difficulties
- Work cooperatively
- Recognize and stand up for their own right and the rights of others
- Understand and value differences and commonalities between people, respecting the right of others to have beliefs and values different from their own

At Hove Park we have embraced the SEAL initiative and use the 5 broad areas in a variety of contexts and individual learning outcomes within tutorial work and

curriculum areas to reinforce and support the development and culture for learning.

- Self Awareness
- Managing Feelings
- Motivation
- Empathy
- Social Skills

## **1 Behaviour for Learning**

Building positive relationships with our students is at the heart of developing a culture for learning throughout our community. Relationships can be enhanced by:

- Meeting and greeting students
- Showing an interest in them as individuals
- Listening to their point of view
- Giving responsibility to students
- Maintaining their dignity and self esteem even when correcting them
- Treating students with the same level of respect that we believe is due to us

### **A positive approach**

We should all be working towards creating interactions that will allow you to teach our students about socially appropriate behaviour and at the same time protect their dignity and self esteem.

Key features of a positive approach are:

- An emphasis on the positive rather than negative statements
- Regular and sustained use of praise and rewards
- Teaching students the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes.
- Helping to keep classrooms attractive, stimulating learning environments

### **Choices and Consequences Framework**

- The structure has been designed to support all staff in dealing with inappropriate and/or disruptive behaviour. It has been formulated to provide a clear, coherent and consistent approach to managing behaviour in the classroom.
- We all need to ensure that we are supporting each other by adopting the same practices set out in this policy. It is this cohesive approach to

managing behaviour that will have the greatest impact in creating a Culture for Learning at Hove Park.

- Clearly the following Choices and Consequences structure gives us a framework. However, the most successful and effective teachers are those that will, in addition, build in and utilise their own strategies when dealing with individual students in their classes.

### **C1: Verbal warning**

Positive behaviour management requires that the emotional heat is reduced quickly and effectively. Give only the minimum amount of attention to the student who is misbehaving. You can do this by directing them to the behaviour you want rather than what you wish them to stop doing.

#### **Strategies to Support**

It is important the student understands the choice and consequence; putting their name on the board represents a visual indication and serves as a reminder. On some occasions it might not be appropriate to do this but the student must understand that they've moved from a general warning to a C1 Verbal warning and the consequences that might follow.

'Adrian I need you to face the front and listen now. Thankyou'

'Gill, if you chose to keep talking while I'm teaching, you'll choose to get a C1 Verbal warning. Make a better choice, now. Thankyou.'

If you've re-directed and the student conforms it is important to acknowledge this smile and say thanks.

#### **Consequence**

- Student name on the board
- Note in staff planner

### **C2 Written warning**

If a student repeatedly gets to this level of consequence contact home should be made to gain parental support, restate our expectations and importantly explain how the student can improve their behaviour and focus on their learning.

#### **Strategies to Support**

The following phrases might be of use in redirecting students.

"Julie I need to you to concentrate on your work. If you choose not to you will be choosing to be moved until I can speak to you about the work you are doing and your behaviour."

Students should be made aware of the consequences if they continue to ignore those expectations.

"If ..... , then ....."

Students should be continually directed to, and reminded of, the 'Behaviour for Learning' statements. If you've re-directed and the student conforms it is important to acknowledge this smile and say thanks

### **Consequence**

- Note 'C2 Written warning' in student planner with explanatory note or C2 memo issued to tutor / recorded on Staff planner

### **C3 Removal from Class**

Team leaders within subject areas, Culture for Learning and Progress and Achievement have access to Behaviour Watch and have a responsibility to monitor students who are removed from lessons and put in place intervention where themes or trends occur.

### **Strategies to Support**

The following phrases might be of use to redirect students.

Tim, you've been given several choices and still you continue to ..... If you continue to ..... you will leave me no choice but to have you 'removed from the class.'

Tony you've already been given a C2 written warning and yet you've continued to ..... You've given me no choice and I'm going to have to refer you. I hope next time we can make some better choices.

Students should be continually directed to, and reminded of, the 'Behaviour for Learning' statements. If you've re-directed and the student conforms it is important to acknowledge this smile and say thanks. No student will be removed from the class unless the previous steps have been followed.

### **Consequence**

- Member of staff on duty is called.
- Referral form is completed and the student is removed to work in a different classroom or the referral room.
- Referral Coordinator will complete on-line report form on Behaviour Watch.
- Student is placed in 30 minute Subject detention.

Further support, guidance and information can be accessed from the Staff Handbook.

## **2 Rewards for Learning**

Rewards have a very powerful and positive impact on all members of the Hove Park School community. Rewards recognise the achievements of students for a wide range of reasons in school. Rewards can range from high frequency and low cost rewards such as a smile, gesture, public

approval or praise, to low frequency and high cost rewards such as awards and prizes. All adults in the school community should seek to reward and praise students to:

- help create a positive ethos in the school.
- raise their self-esteem and affirm their achievements.
- motivate pupils to repeat the positive behaviour associated with the praise/reward.

**Rewards are most meaningful when:**

- staff in our school use a wide range of rewards, with rewards outnumbering sanctions because they are more effective in motivating students.
- the reason for the reward is given and it relates to some sort of achievement.
- when they are personal, specific, genuine, and the reward creates a ‘feel good’ factor for the recipient.
- when rewards are reviewed by students and staff and good practice is shared.
- places on continuous improvement through the support of learning and achievement.

The current rewards system is detailed in current staff handbook and available electronically.

### **3 Monitoring, Recording and Reporting**

The school uses a Behaviour Management software tool to record, evaluate and report behaviour incidents both in and outside of the classroom. If a student reaches C3 and is therefore required to leave a lesson it is recorded on the Behaviour Watch system (BW) by Referral Coordinators at both Key Stage 3, 4 and 5. Equally all staff can record incidents of poor behaviour or concern directly on the BW system. All staff have access to the BW system. This enables a member of staff to have access to the behavioral patterns of all students within the school. The system also provides details of the behavioral patterns that might occur within individual curricular areas or individual members of staff. Potential CPD needs can therefore be identified and addressed. Individual students who show patterns of poor behaviour may also be identified and placed on the Vulnerable Student Register (VSR).

The Director of Culture for Learning and Deputy Head responsible for the management of each campus meet regularly to review the data. Team Leaders are also required to analyse the data at subject level and initiate intervention as appropriate. A termly report is made to the Governing Body to ensure they are aware of patterns and trends and the range of interventions that are being put in place.

#### **4 Relationship to other Policies**

The Culture for Learning policy links directly to, and reinforces the schools **Anti-Bullying policy**. Establishing positive relationships is a key theme of both policies. Where a student's behaviour becomes clearly targeted towards another individual the Anti-Bullying policy clearly sets out guidelines on the reporting and possible outcomes that might be used as a result. It is directly linked to the **School Improvement Plan**, specifically in terms of **Promoting Student and Staff Welfare**.

## APPENDIX I: Behaviour for Learning

The school council adapted the following statements. They are clearly displayed around the school to remind students how their behaviour can impact on their learning.

### **Arrive on time**

We get things finished. The lesson is fun and we don't get left behind.

### **Ignore distractions**

We learn best when we concentrate and everyone gets on with their work.

### **Listen to others**

We can ask questions and understand what we are doing.

### **Stay calm and focused**

When we feel safe we learn more and school is fun.

### **Work sensibly with others**

We get to talk quietly and do practical work.

### **Ask for help when we need it**

If you need help you can get it.

### **Bring the correct equipment**

We can get on with our work and not miss out.