

# Pewsey Vale School



**Headteacher:** Neil Pritchard

## Positive Learning Policy (P25)

**Responsibility:** Neil Pritchard - Headteacher

- Reviewed March 2018
- Adopted and re-implemented by P&S 106 March 2018
- Verified by FGB 22 March 2018

### Approval Signatories:

**P&S signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head Teacher signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chair of Governors signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Historical Reviews/Update:

- Last reviewed March 2017

## **Rationale**

To support effective learning and teaching adults and students at Pewsey Vale School treat each other with courtesy, care, consideration and respect. We work to maintain our safe, supportive, challenging and stimulating learning environment where positive relationships contribute to successful learning and our shared aim to achieve all that we can. These expectations, summarised in our 'Code of Conduct' are shared by us all – students, staff, Governors, parents/carers and visitors.

## **Our Vision**

We provide a high quality learning environment so that all of the young people in our school community are able to use their intellectual, physical and creative skills to maximum effect and achieve their potential. We are committed to achieving success through partnership with our students, parents and local community.

As a Specialist School, we promote a culture where young people feel a sense of pride in their achievements. This combined with an ethos which encourages participation in a diverse range of enrichment activities (sporting, academic and cultural) aims to maximise the opportunities for the personal and academic development of each of our students.

## **Our commitment**

To ensure that all students:

- Receive a broad and balanced curriculum which challenges and stimulates learning and achievement
- Feel secure and are valued as members of the school community
- Respect each other, their teachers, other adults and visitors – treating all with courtesy and good manners
- Understand the importance of their part in creating positive learning relationships
- Contribute positively to the school community and wider community as active, positive global citizens
- Achieve their best standards of work and the highest possible qualifications and recognition
- Are committed to success and are proud to celebrate their own successes and the success of others
- Understand and embody the relationship between rights and responsibility
- Develop as healthy, happy young people

To ensure that all parents:

- Understand the vital role they play in working with us to achieve our aims
- Are involved in the life and work of the school
- Are kept informed of their child's progress and share the successes of the school

To ensure that all staff:

- Have the highest expectations of all our young people
- Are optimistic and believe in the capacity of young people to excel
- Know, value and care for each student
- Model the highest personal and professional standards for our students
- Understand that our school life is enriched by being a diverse and inclusive community

## Policy in Practice

To help create a safe learning environment and promote a positive learning culture, we expect students to:

### In Class

- To be punctual for lessons and for registration
- To listen to all members of staff and follow instructions
- To respect the learning of others
- To have the correct equipment for each lesson
- To remain in class unless given permission to leave
- To complete all homework to the best of their ability

### At All Times

- To treat all staff and other students with respect
- To speak politely and display good manners, care and courtesy to other members of the school community
- To move around the school quietly and sensibly
- To keep the school tidy
- To respect the environment
- Not to eat or drink in classrooms or the corridors
- Not to chew gum on the school premises
- To wear correct uniform at all times and remove items of outdoor wear when requested

## Code of Conduct

- Be equipped for school and on time for all lessons
- Follow staff instructions
- Listen in silence when others are speaking
- Raise your hand to ask and answer questions
- Treat all people and your environment with respect

## Rewards

### Rationale

We acknowledge and encourage the good behaviour of individuals, classes/tutor and year groups by rewarding them using our wide range of rewards, which are implemented consistently and applied fairly across the school

### Objectives:

- To promote good behaviour
- To reward achievement
- To promote positive working relationships
- To create a success culture
- To increase motivation

### We reward students by:

- Awarding merits on merit cards and on piece of work
- Praise, given privately or to a group as a whole
- Talk about students' successes to others (peers, staff, significant others)
- Displaying the achievements of individuals or groups in tutor rooms and prominently around school
- Smiley faces on whiteboards next to the student's name
- Sending letters home
- Giving privileges to individual or groups of students
- Making positive parental/home contact
- Writing positive comments about work in planners, on reports, on the work itself
- Invite parents in to view/discuss good work
- Mentioning positive achievements by students in assemblies/registrations/in public/to other students
- Displaying progress charts on the wall showing the number of merits collected or rewards claimed
- Displaying photos showing evidence of success, teamwork or memorable occasions in tutor rooms and prominent areas of the school as an example of other students
- Awarding certificates and/or prizes
- Arranging visits to places of interest or to reward particular groups
- Performing in assembly/in public
- Choosing students to represent the school eg. Sports ambassadors Letters/postcards of commendation from tutors, Learning Coordinator, Subject Leader, SLT, governors
- Assemblies to celebrate student achievement and success

### Merits and Commendations

Merits can be awarded at the teacher's discretion for any positive learning and behaviours or noticeable changes in behaviour concerning both conduct and learning.

Students will collect merits on merit cards which they will receive from their tutors. Once a card of 10 merits has been completed, the student must take it to the main office. A member of the admin team will record this achievement onto SIMS. The student will receive a token which they will post into a clear tube representing their house. These tubes will be displayed in reception and once a tube is full, the students which belong to that house will receive a free non-uniform day. Completed merit cards will be stored in tutor files held by the Learning Coordinators which they will use for data analysis. Students must collect a new merit card from their tutors when they've handed a completed card into the office or if they have lost their merit card. Once a student receives 30 merits in one term, their name will be put into a prize draw. If they receive 60 merits in one term they will have 2 chances to win a prize within the draw ie. each student will have one prize draw entry for every 30 merits they are awarded within a term.

Students crossing merit thresholds or receiving commendations will be invited to visit the Headteacher and their achievement recorded in the commendation book. Students crossing merit thresholds will also appear in the school magazine. All student merit counts will return to zero at the start of an academic year.

Commendations can be awarded for longer-term achievements, such as end of project/phase/ module/ performance. As from 2009, there will be 3 annual commendation assemblies to formally acknowledge the progress, achievement and attainment that students make throughout the academic year.

### **Presentation of Awards**

The public celebration of achievement will take place wherever possible by SLT, Head of Department, Subject Leaders and Learning Coordinators. This may take the form of displaying students' work, letters to parents/carers or the presentation of awards in class, year and whole school assemblies, display of work/report about a student in the school magazine, a roll of honour, photographs in public areas, media press releases etc.

### **Positive Learning and Behaviour Descriptors**

- Quality of work
- Presentation of work
- Progress within a topic/subject area
- Attainment within a topic/subject area
- 100% Attendance
- Punctuality
- Correct Uniform
- Settling quickly
- Bringing equipment
- Politeness
- Listening actively
- Responding positively
- Helping others
- Meeting deadlines
- Assisting teacher/adult
- Sensible behaviour
- Making an active contribution to the development of the lesson
- Contribution to the school community
- Correct uniform

## Positive Learning Behaviour: Procedure Overview

### Merit Collection Procedures

Collect merit card from Tutor



Collect 10 merits to complete card



Hand completed merit card to main office



Collect a house token and place it into correct merit collection house tube in reception



Once a house tube is filled, students belonging to that house will receive a free non-uniform day

#### Achievement recorded on SIMs

A member of the admin team will record each completed merit card onto student's details on SIMs  
Completed merit cards will placed in tutor files for MER use

#### Prize draw

If a student collects 30 merits within a term, their name will be entered into a prize draw  
A student can have multiple entries for each set of 30 merits they collect in any one term

Students receiving commendations for a single piece of work or have collect a total of 30 merits should visit the head teacher and have their achievements recorded in the commendation book.

Students will also be rewards for progress, attainment, achievement etc. in special commendation assemblies to take place for each key stage at the end of terms 2, 4 and 6.

Wherever possible, the school will aim to celebrate student achievement in a more public format.

### Sanctions

### Rationale

Sanctions are used to teach students of our expectations and to help them to improve their behaviour and/or the quality of work so they are able to maximise their attainment and progress in school.

### **Objectives:**

- To promote good behaviour
- To help students to recognise that their actions have consequences
- To promote a positive learning environment

Students will be sanctioned if they do not comply with the PVS 'Code of Conduct'. Students have a right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour and more positive attitudes to learning in future.

Sanctions will be implemented at the earliest convenience of the teacher/post holder. Students are supervised by the adult who has issued the sanction, or by agreement, by a subject leader or learning coordinator who has dealt with the referral. Students are supervised during detentions.

Sanctions may include:

Detention (lunchtime or after school – parents must be advised)

Internal exclusion (Isolation)

On Report to an agreed member of staff

Fixed term or permanent exclusion

### **Activities during Detentions**

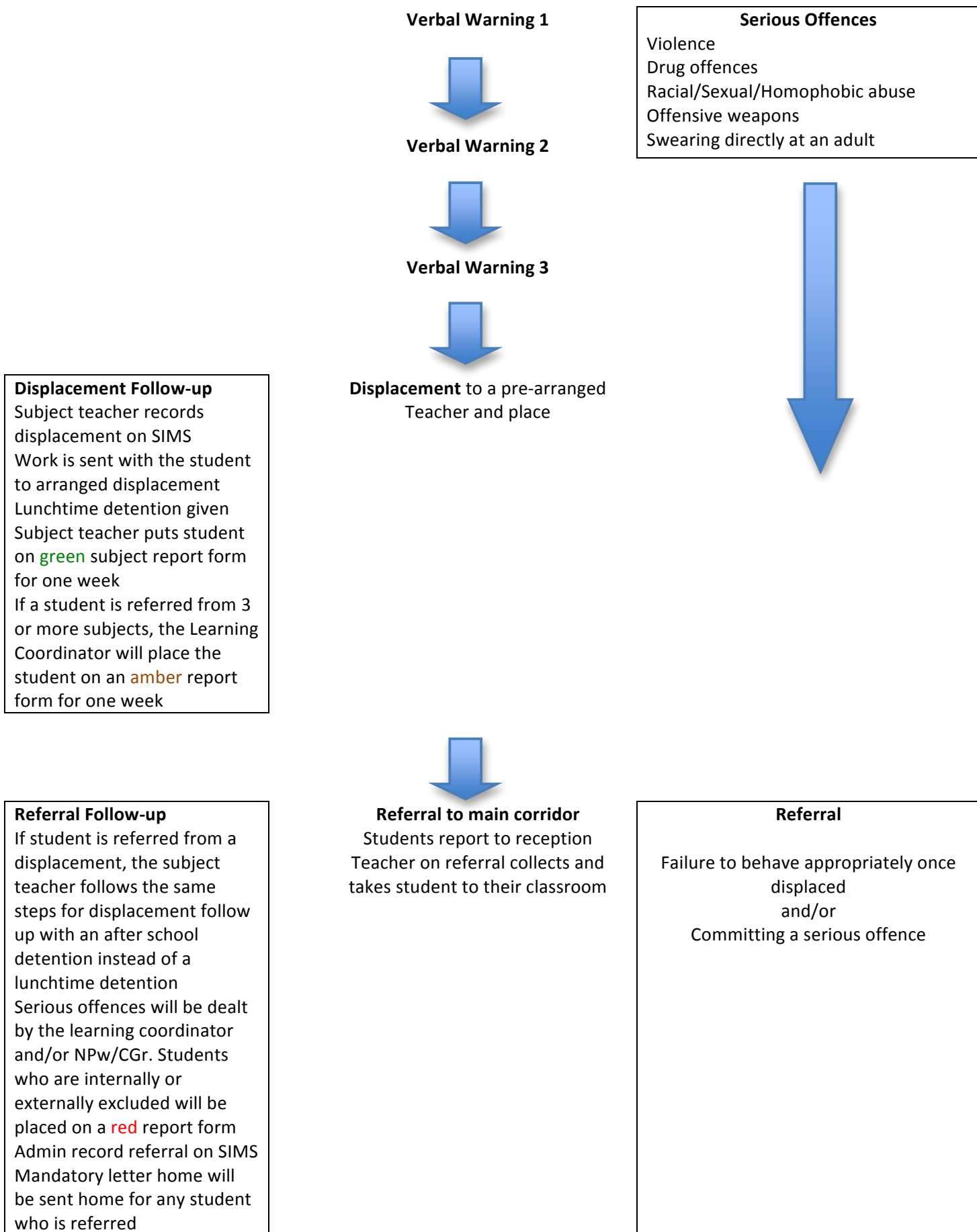
Students must participate in an agreed activity:

- Dialogue with the supervisor
- Homework or Coursework
- Community type tasks
- Writing of agreements/apologies
- Any other supervised, appropriate activity

### **Community Sanctions**

Where students have been sanctioned for not respecting the environment, supervising staff may wish to consider community type activities such as desk cleaning and scraping, tidying. Due consideration must be given to Health, Safety and hygiene by the supervising teacher.

**Negative Learning Behaviour: Procedure Overview**  
**Subject Teacher/Tutor Responses**





## **Annex 1**

### **Smoking Statement**

PVS is a non-smoking institution.

Students found to be smoking on or near the school site (including the Shak area), or associating themselves with smokers will be sanctioned. Sanctions, at the discretion of the school, may be:

- Notifying parents
- Detention (after school/break/lunch)
- Removal of school privileges (fixed term or permanently) such as:
  - Not participating in school trips and events
  - Shak membership

PVS may make referrals to the school nurse or other health and social professionals in supporting students unable not to smoke in school

## **Annex 2**

### **Damage statement**

Damage caused by careless or deliberate behaviour will be charged to parents. There may also be appropriate sanction.

## **Annex 3**

### **Mobile Telephones**

PVS accepts that parents/carers may wish for their children to carry mobile telephones on the journey to and from school in the interests of safety.

Taking into consideration recent experience at PVS (and taking note of practice in other schools), the following principles will apply within the PLP framework:

- Students bring mobile phones to school entirely at their own risk. The school take no responsibility for those which are lost, stolen or damaged
- The school is only liable the loss/theft of a mobile telephone when a member of staff has taken expressed responsibility for its safekeeping, for example when locked in a changing room
- On entering the school site, phones should be switched off completely (not left on silent mode)
- Mobile phones should be stowed out of sight in students' bags for the duration of the day
- Mobile phones should not be accessed or used to make or receive calls or for any other purpose at break time or lunchtime, regardless of the circumstances
- On no account should mobile phones be displayed in lessons or accessed to employ the calculator or clock functions

*Staff are requested to follow these guidelines with their own personal mobile phone use*

**Students with mobile phones not observing these guidelines will have their phone confiscated and must be collected by the parent.**

**Parents/Carers wishing to make emergency contact with their son/daughter should contact the main school switchboard**

## Annexe 4

### Anti-Bullying Statement

Pewsey Vale School firmly believes that all staff and students have the right to feel safe, secure and free from humiliation in school, and in the community.

#### Procedure:-

Students are encouraged to know that **it is right to tell adults** when they perceive that they are being bullied in any way, or when they see bullying taking place. The most appropriate adult in the first instance is the tutor, although students may have a preferred adult to talk to.

Staff who perceive that they are being bullied should report the incident or concerns directly to the Headteacher.

**There is no standard response to issues of bullying or perceived bullying. The response should be active and proportionate and monitored over time. All involved should be informed what is happening and why. Records should be kept of all adult involvement.**

Pastoral Response To Repeated Misbehaviour  
(subject based/general)

- Teacher/Tutor Report (Green)  
Report monitored by teacher instigating report and parents  
Copies of report with completed review to subject leader, tutor, learning coordinator
  
- Learning Coordinator Report (Amber)  
Report monitored by Learning Coordinator and parents  
Copies of reports with completed review to tutor and Learning Coordinator
  
- SLT Report (Red)  
Report monitored by Head Teacher and/or Deputy Head Teacher, Learning Coordinator and parents  
Copies of reports with completed review to tutor and Learning Coordinator
  
- Parent contacted automatically by Learning Coordinator – once involved
  
- If a student receives 3 referrals in one week – Learning Coordinator phone parents for meeting. Involve support staff if the student is on the SEN Register.
  
- Tutor/Subject Leader/Learning Coordinator to call for additional support (early intervention rather than a crises response)
  
- Collaborative working between pastoral and support staff review and evaluate impact on student
  
- Respond constructively and consistently to the diversity of the student population
  
- Contribute to Pastoral Support Programme

Additional Support Response To Repeated Misbehaviour

Emphasise seriousness and expense

- Observation of student in class by support staff
- Convene and IBP Meeting and outline support arrangements (involving parents)
- Put student on SEN Register
- Allocate a 'Named Person'

- Short term withdrawal with a focus on learning and keeping up with the curriculum
- Remind student of classroom expectations
- Plan and support a Re-integration Programme with the teacher and student
- Monitor and review progress

The LSF is not intended to serve as a discipline function

Appendix 3

#### Department Response To Repeated Misbehaviour

- Teacher consultation with tutor/learning coordinator/named person
- Detention set by subject leader for repeated poor behaviour
- Refer in consultation with Learning Coordinator/Tutor/Subject teacher for short-term withdrawal within the department in the first instance. Some students may need to withdraw to LSF, if on the Learning Support Register at SA, SA+ or Statemented
- Referral to Subject Leader who may arrange to meet with student and teacher, withdraw student to work at the back of their class and write to parent/carer to invite them to a meeting
- Green subject report. There is now a standard report for signature by subject teacher and parent
- Weekly contact with home regarding progress whilst on report
- Review and evaluate impact of actions taken with subject teachers
- Refer, in consultation with Learning Coordinator/Tutor if the student needs to be put on the Support Register

Appendix 4

#### Strategies To Deal With Unacceptable Behaviour In The Classroom

- A look or stare
- Refer to classroom rules and expectations
- Consider seating arrangements and making possible changes
- Set a target with a time limit
- Use clear, explicit language

- Stand close to offender
- Acknowledge and specify progress
- Ignore
- Quiet talk on 1:1 basis. A student asked to stand outside the classroom should not be left outside for more than a few minutes
- Refocus
- Verbal warning
- Name on whiteboard for a maximum of three occasions
- Use of subject report
- Use of teacher on Referral Duty for support and help re-integrate the student – not necessarily remove student
- At the end of the lesson the student who required the intervention of the teacher on Referral Duty will, automatically, be set a 20 minute detention
- A student who is not responsive to re-integration will be removed by the Referral Duty will be taken to the subject leader/displacement room. This action will automatically lead to an hour's detention with the subject leader. Part of this hour will be used to plan a successful future re-integration with both the student and teacher
- Use of displacement with pre-arranged teacher and room
- Teacher will plan for behaviour
- In the event of the Referral Duty Teacher being asked to return to the same student for a second time, the Referral Duty Teacher will choose either:
  - i) Send the student home (after notifying parent/carer) and request that that student either returns to school at the end of the day/or the following day for a 1 hour detention
  - ii) Internally isolate the student
- Persistent offending will lead to the involvement of parents/carers, use of subject or learning coordinator report, IBP, IEP, PSP and/or the student being put on the Support Register

Appendix 5

#### Strategies To Deal With Unacceptable Behaviour In The Classroom And Around School

If our reviewed Positive Learning Policy is to have good impact we must all meet the following:

- Be punctual to lessons
- Remain in the classroom for the duration of the lesson
- Have and regularly review a seating plan
- Plan well for every lesson and share this with support staff
- Differentiate for learning and behaviour

- Be familiar with and consistently apply the Positive Learning Policy
- Keep the Tutor, Learning Coordinator and Named Person informed of concerns
- Have high expectations of students
- Demonstrate respect to students
- Avoid confrontations
- Remember you are the adult
- Model good behaviour and good practice
- Constantly reflect on your own practice
- Cooperate with any review process
- Be proactive around the school
- Be supportive of colleagues