



CULTURE FOR LEARNING POLICY 2019

Responsibility:	Anna Davies
Review:	September 2020



CULTURE FOR LEARNING POLICY

The purpose of this policy` is to tell you about the ways in which Pencoedtre High School encourages your child to behave well, work hard and be successful.

It also tells you what will happen when your child does not behave well.

We hope that you will find this booklet useful and that you will help us make Pencoedtre High School a safer and happier place to learn and work. The policy cannot work fully without your support.

The term 'Parents' refers to Parents and Carers throughout this policy.

Remember

The purpose of our Culture for Learning Policy is to improve the conditions for teaching and learning.

The emphasis is on praise and support for the vast majority of students who want to and always engage positively in and out of the classroom.

Consequences for both positive and negative behaviours result from the choices pupils make during the school day.

Mr T Davies
Headteacher

CULTURE FOR LEARNING POLICY

At Pencoedtre High School our policy for behaviour involves staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding environment.

1. Our policy is based on the premise that:

- Each student has the right to learn
- Each teacher has the right to teach without interruption or intimidation
- Every parent has the right to information about their child's behaviour and to work in partnership with the school to encourage high standards
- Each participant in this partnership needs to be aware of these standards.
- Every student is entitled to equal treatment

2. Acceptable behaviour – pupils should be:

- **Respectful**
- **Ready to Learn**
- **Safe**

2.1 Above all it means students accepting responsibility for their own actions and ensuring that they do not affect the education of others by poor behaviour.

2.2 It is part of our policy at Pencoedtre High School that every student will be taught in an environment that permits them to make maximum progress in every lesson. To achieve this, the Culture for Learning Policy has been developed. This contains "Classroom Rules" and "Corridor Rules" as your child is entitled to be taught in classrooms free from disruption and to be able to walk about school free from harassment.

2.3 We have a system that brings rewards to those who behave well. Letters are written by subject and pastoral staff to those achieving and behaving. Pupils are rewarded half termly in celebration assemblies. Pupils gain merits for good classwork and homework throughout the year. These are combined with attendance awards to generate end of year certificates – which can be Bronze, Silver, Gold and Platinum.

The three elements of:

- **Rewards**
- **"Keys to Success"**
- **Consequences**

form the basis of the discipline plan and is the foundation of our Culture for Learning Policy at Pencoedtre High School

2.4 Any student breaking our rules will be incurring an appropriate consequence, the consequence being the result of a choice made by the student to demonstrate poor behaviour. Consequences are detailed in the policy.

2.5 Parents will be informed by letter, student planner, electronic means or telephone of any serious misbehaviour. In the most serious cases students may be sent home (excluded) and parents invited into school to discuss the situation. Parents play a vital role in the Culture for Learning Policy and we promise to keep you informed should your child be giving cause for concern.

3. AIMS

The aims of the Policy are to:

1. Clarify what is meant by 'good behaviour' to all members of the school community.
2. Encourage a positive learning environment where children behave well towards each other, and their teachers, and where effort, hard work and good behaviour are rewarded.
3. Ensure that all staff motivate their students by using a variety of rewards to recognise good behaviour, as individuals and as a whole class, in a structured way.
4. Ensure that all staff have an important role to play in encouraging good behaviour.
5. Ensure that students, staff and parents have a clear understanding of the consequences of misbehaviour.
6. Encourage all students to value themselves and their own efforts, their class and their school, so that they grow socially, personally and academically.

The aims of Pencoedtre High School are to:

- To help all pupils reach their full potential
- To prepare pupils to be the citizens of tomorrow
- To enable all pupils to have equal access to all that the school offers
- To develop in pupils a sense of self-worth and respect for others
- To promote in pupils a caring community spirit

If we are to achieve our aims it is vitally important that attitude to learning is very positive and that standards of behaviour are as high as they can possibly be. The Home School Agreement, which parents are asked to sign when their child's transfer to Pencoedtre High School, places great emphasis on working in partnership with parents to ensure that we achieve our aims.

4. RESPONSIBILITIES

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school i.e. Students, Staff, Parents and Governors.

4.1 Students' Responsibilities are to:

- abide by the Home School Agreement
- treat others with **respect**
- be **ready to learn**
- be **safe** – take care of property and the school environment
- complete all work to the best of their ability and allow others to do the same
- obey the instructions of school staff
- wear the Pencoedtre High School uniform correctly at all times during the school day. Students should also arrive and leave school correctly dressed
- wear a conventional hairstyle and have no unusual piercings (including facial piercings or spacer earrings) and/or tattoos
- attend school and arrive on time

4.2 Staff Responsibilities are to:

- abide by the Home School Agreement
- be **fully responsible for managing students in their own classroom**
- use the rules, sanctions and rewards outlined in the Pencoedtre High School Culture for Learning Policy, clearly and consistently
- use the 3 basic rules – **respect, ready to learn and safe**
- give **first attention to positive behaviour**, praising publicly refocusing / redirecting negative behaviour privately
- treat all children fairly and equally
- raise the self-esteem and confidence of all children so that they can develop to their full potential
- provide challenging, interesting and relevant lessons appropriate to the age and ability of all students
- create a safe, pleasant and positive environment
- form good relationships with parents sharing concerns about a child's education, welfare and behaviour with the parents

4.3 Parents' Responsibilities are to:

- abide by the Home School Agreement
- support the Pencoedtre High School Culture for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements

- ensure their child has the time, space, encouragement and support to complete homework and all coursework to the best of their ability.
- attend Parents' Evenings and support school functions
- support the school in achieving a minimum 95% attendance for their child
- inform the school of any child's absence
- ensure their child arrives at school, on time
- not take their child on holiday in term time
- ensure their child is in full school uniform
- ensure that their child has a conventional hairstyle and has no unusual piercings and/or tattoos (including facial piercings or spacer earrings)

5. RULES – KEYS TO SUCCESS

RESPECT – READY TO LEARN - SAFE

To help us achieve our aims we have agreed (following consultation with students) a set of rules for around the school - these form part of our Culture for Learning Policy and students are expected to follow this code at all times.

5.1 These rules are entitled 'Keys to Success' and are listed below:

Keys to Success - Rules of Behaviour for the Classroom

KEYS TO SUCCESS

1. Pupils arrive at the classroom door and line up outside. The teacher/cover supervisor greets them at the door and invites them in.
2. Pupils enter classroom wearing school uniform - blazers and tie (no coats and no hoodies).
3. Pupils sit according to any seating plan.
4. School bags must be unpacked and put on the floor – **ready to learn**.
5. Registers should always be taken - pupils will be given a permission slip if they have to leave early from a lesson. Only one pupil may leave the classroom at a time to go to the toilet / visit the first aider.
6. Pupils should not eat or chew gum during lessons. Bottled water is allowed.
7. Pupils may only move around the class with the teacher/cover supervisor's permission.
8. Mobile phones are not permitted to be out in lessons unless directed by the teacher and used as an integral part of the activity.
9. At the end of the lesson pupils to be dismissed by the teacher.
10. Pupils must show **respect** to staff and peers at all times.
11. Pupils will follow specific subject codes of conduct for safety in subject areas.

5.2 Corridor Rules

CORRIDOR RULES

1. Obey staff instructions without comment
2. Keep left when walking in corridors and obey the one way system in the Maths corridors.
3. No running, pushing or loitering, **safe**
4. Wear the Pencoedtre High School uniform correctly at all times
5. No shouting or inappropriate language
6. No bullying, teasing or name-calling
7. Respect the environment
8. No litter to be dropped – inside or outside.

6. REWARDS FOR POSITIVE BEHAVIOUR

Students should always be commended for good behaviour. Staff should recognise students' special achievements and share such information with other colleagues and parents. At Pencoedtre High school we believe that children are motivated to learn by praise, reward and celebration of achievement. Some of the rewards that we use are given below:

6.1 Rewards for positive behaviour and attitude:

- Verbal Praise – members of staff will give first attention to positive behaviour, telling students when their work or behaviour is good or shows improvement
- Subject Certificates
- Positive note in planners to parents and/or Form Tutor
- Contact home
- Positive Logs
- Various prizes and privileges
- Student of the half term – form tutor commendation
- Student of the Year – pupils with greatest number subject nominations
- Attendance Certificates will be awarded to students who achieve 100% attendance in a half term, a whole term and a full year. A 'Non-Uniform Day' will be awarded to a form who achieves 100% attendance for a full week.

7. CONSEQUENCES FOR MISBEHAVIOUR

See Appendices 1 & 2

8. SANCTIONS AND CONSEQUENCES

8.1 Loss of free time

Students may lose their right to spend time with their friends at break and/or lunchtime. Examples of the reasons for this sanction are because the student causes problems at those times or leaves the site without permission. In extreme cases a student may be not allowed to remain on the site at lunchtime and the parents expected to make alternative arrangements.

8.2 Truancy from lessons

Students who truant a lesson will be expected to make up the time missed in lunchtime detentions.

8.3 Punctuality

Promptness to school is an important discipline for life. If a student arrives late without good reason they are missing teaching time and disrupting the lesson. If a student arrives late in the morning they will receive a detention. Leaders of Learning (LOL) monitor punctuality in conjunction with the Senior Leadership Team (SLT). Punctuality to lessons is also a key to success and if a student persistently accumulates late marks to lessons they will be issued a lunchtime detention.

8.4 Departmental Sanctions

Departments will have sanctions as appropriate for incomplete homework, or subject related issues such as lack of kit / equipment. Departments will run detentions as appropriate.

8.5 Lower / Middle School Isolation

Following incidents of a more serious nature, a student may be internally isolated for a day or part of the day. Students will be provided with work and a letter will be sent home to parents by the LOL.

For the following incidents students may be internally isolated:

- Smoking on site (or off site whilst in school uniform)
- Being in the presence of smokers on site (or off site whilst in school uniform)
- Persistent non-attendance at detention
- Extreme rudeness to members of staff
- Persistent truancy of lessons
- Other incidents to be decided at the LOL's discretion.

8.6 Fixed Term Exclusion

Fixed Term Exclusion may be used for severe misbehaviour including but not limited to assault by a pupil on a peer or member of staff, vandalism, direct use of foul language, the bringing of banned substances into school and bringing the school in to disrepute. Pupils who have a fixed term exclusion will have a reintegration interview with a member of the SLT and will be asked to sign a behaviour contract. A fourth fixed term exclusion will result in an interview with the Chair of Governors who will make the final decision regarding the pupil's return to school.

8.7 Permanent Exclusion

Permanent Exclusion may be used for severe misbehaviour including but not limited to repeated misbehaviours which have resulted in multiply fixed term exclusions, the repeated (second offence) of bringing banned substances into school, or the selling of banned substances in school.

9. EDUCATIONAL VISITS POLICY

9.1 Students must remember that attendance on school educational visits is a privilege and not an automatic right. If a student's behaviour before an educational visit is unacceptable and if a student does not have an acceptable behaviour record the student will not be accepted on the educational visit.

9.2 The member of staff responsible for organising the educational visit will contact the LOL in the early planning stages, prior to the educational visit letters being issued and circulated to student and parents/carers. The LOL will review all up-to-date behaviour data and will inform the member of staff of the names of the students with excessive negative behaviour points. These students will not be allowed to attend the educational visit. The LOL will discuss this with the student and their parents/carers.

9.3 The LOL will discuss with the member of staff organising the educational visit, any students whose negative behaviour points are approaching a cause for concern. The opportunity to attend the educational visit will be made available to these students, but with clear targets set in place for improved behaviour in the time prior to the trip taking place. The LOL will discuss these targets with the student and parents/carers. Failure to meet these targets could result in the student being removed from the educational visit. Any payments made would not be refunded. The member of staff organising the educational visit must be confident that the student has demonstrated improved behaviour before a final decision is made about the student's attendance on the educational visit.

9.4 The School has the right at any time to withdraw any student from a educational visit if they are involved in any behaviour which we deem does not live up to our behaviour for learning expectations and a refund will not be guaranteed.

9.5 Pupils taking part in any educational visit have to abide by school rules – see earlier page.

Appendix 1 – Consequences for disruption of lessons.

Consequence	Pupil Action	Staff action	Action to follow	Strategic action / intervention planning
Verbal	Low level disruption	Staff to use effective techniques of classroom management prior to formalising approach		Class teacher quiet gesture / word
C1	Continued low level disruption	Warn Pupil	Log C1 in SIMS LOL monitor multiple logs in a day. Lunchtime detention issued if appropriate.	Class Teacher redirect / focus pupil privately. FT discuss with pupil
C2	Continued disruption	Pupil moved seats	Log C2 in SIMS LOL monitor multiple logs in a day. Lunchtime detention issued if appropriate	Monitored by HOD FT discuss with pupil Subject Report
C3	Continued disruption / escalation	Pupil moved to new class (predetermined partner lesson)	Log C3 in SIMS HOD / LOL contact home same day. Lunchtime detention Letter home	Monitored by HOD FT discuss with pupil Subject Report
C4	Pupil misbehaves in 2 nd classroom / will not attend	SLT sent for via emergency button	Log C4 in SIMS HOD / LOL contact home same day Removal from lesson to behaviour area Lunchtime detention Letter home	Monitored by HOD FT discuss with pupil Parents invited to meeting with LOL / BL Restorative Work LOL / subject Report
Severe clause	For severe misbehaviour (including but not limited to fighting, vandalism, bullying & directed use of foul and abusive language)	Likely exclusion	Log C5 in Sims Immediate call to parents, pupil sent home Possible FTE	Parent invited to discuss with SLT / BL upon return / behaviour contract. Restorative Work Possible police intervention

Appendix 2 – Consequences for inappropriate behaviour outside of lessons.

Consequence	Pupil Action	Staff action	Action to follow	Strategic action / intervention planning
B1	Low level disruption	Warn pupil / remove from area	Log B1 in SIMS	Spoken to by duty staff / supervisor FT discuss with pupil
B2	Continued low level disruption	Remove pupil from area	Log B2 in SIMS LOL monitor multiple logs in a day. Lunchtime detention issued if appropriate	Spoken to by duty staff / supervisor FT discuss with pupil
B3	Significant disruption	Remove pupil from area Reported to LOL	Log B3 in SIMS LOL contact home same day. Lunchtime detention Letter home	Monitored by LOL / Report FT discuss with pupil
B4	Continued significant disruption	Remove pupil from area Alert SLT duty	Log B4 in SIMS LOL contact home same day Lunchtime detention Letter home	Monitored by LOL / Report FT discuss with pupil Parents invited to meeting with LOL / BL Restorative Work
Severe clause	For severe misbehaviour (including but not limited to fighting, vandalism, bullying & directed use of foul and abusive language)	Likely exclusion	Log B5 in SIMS Immediate call to parents, pupil sent home Possible FTE	Parent invited to discuss with SLT / BL upon return / behaviour contract. Restorative Work Possible police intervention

Appendix 2 – Consequences for issues surrounding Homework, Equipment & Uniform

Consequence	Pupil Action	Staff action	Action to follow	Strategic action / intervention planning
H1	Homework issues / incomplete	Warn pupil / establish reason	Log H1 in SIMS	Monitored by subject teacher FT discuss with pupil
H2	Repeated homework issues / incomplete	Establish reason for repeated lack homework	Log H2 in SIMS LOL monitor multiple logs in a day. Lunchtime detention issued if appropriate	Monitored by subject teacher / HOD FT discuss with pupil Seek LS support if access an issue
E1	Equipment issues	Warn pupil / establish reason	Log E1 in SIMS	Monitored by subject teacher / LOL FT discuss with pupil
E2	Repeated equipment issues	Establish reason for repeated lack equipment	Log E2 in SIMS LOL monitor multiple logs in a day. Lunchtime detention issued if appropriate	Monitored by subject teacher / HOD – contact home FT discuss with pupil
U1	Uniform issues	Warn pupil / establish reason	Log U1 in Sims	Monitored by FT / LOL
U2	Repeated uniform issues	Establish reason for repeated lack uniform	Log U2 in Sims LOL monitor multiple logs in a day. Lunchtime detention issued if appropriate	Monitored by FT / LOL – contact home.