KINGS HEATH BOYS

Attitudes to Learning Policy

1. Rationale

The Attitudes for Learning Policy is a statement of good practice that applies to all aspects of the school. It contributes to the development and maintenance of a good attitude and supports a positive ethos. All members of the school community are expected to maintain an atmosphere conducive to learning fulfilling our Code of Conduct.

2. Aim

a. To set an agreed set of principles of attitude/student attitudes.
b. To support effective teaching and learning.
c. To contribute to a healthy school environment.
d. To promote consistency of expectations with teachers, non-teaching staff, parents and students.

3. Purpose

a. To provide a basis for a consistent whole-school approach to managing student attitudes.
b. To provide clear guidance for staff regarding appropriate and acceptable practice.
c. To ensure the maintenance of a positive and vibrant learning community.
d. To promote a culture of fairness and equality for all.

4. Implementation

• The policy is based on Kings Heath Boys ‘Code of Conduct”

• Kings Heath Boys School Code of Conduct

CARE
C - Co-operation
A - Always Listen
R - Respect all
E - Encourage Excellence

• The ‘Code of Conduct’ should be displayed in appropriate areas of the school in order to maintain a focus on positive attitude management and as an aid to consistency.
The school rules are expressed in constructive and positive language emphasising the things we should do and the things we should not do.

All staff should reinforce the Code of Conduct at the end of every lesson through the use of the green and red stamp system.

5. Rights and Responsibilities

Every student has the right to:
- feel safe.
- be treated with respect.
- express feelings and opinions without fear of ridicule.
- receive a quality education

Every member of staff has the right to:
- teach
- feel safe
- be treated with respect

Parent/Carers are asked to:
- support staff in ensuring their son’s attitude does not prevent others from learning
- monitor students planners to reinforce the green and red stamp system

Parent/Carers are entitled to an explanation of actions taken by the school.

Students may be kept for up to 15 minutes at the end of the school day for inappropriate attitude and lack of work

Detentions after school hours can be set as long as 24 hours notice is given in writing, using school planners

6. Standard Routines for Staff

It is the responsibility of all staff to establish clearly explained routines so that the school rules and expectations are consistently and persistently applied.

All staff must:
- Arrive on time.
- Insist upon an orderly entry and exit from the class.
- Check on school’s basic expectations (i.e. punctuality, uniform, equipment each lesson and address any issue).
- Apply the policy in order to maintain a calm learning environment.
- Regularly reinforce positive attitude and routines in the lesson.
- Plan lessons thoroughly using a variety of teaching and learning styles and resources to inspire, motivate and extend students learning.
- Ensure work is marked regularly and give immediate feedback to students.
- Take action to resolve issues at an early stage to avoid escalation (i.e use a tiered approach to the delivery of positive and negative consequences so that sanctions or
rewards are appropriate, consistent and fair at all times).

- Take responsibility for the maintenance of positive attitude to learning in the classroom.
- Be prepared to de-personalise negative attitudes, and re-build positive relationships with students.
- Take time to develop positive working relationships at every opportunity (both in and out of the lesson).
- Stamp all planners at the end of every lesson.

7. Rewards

Basic Principles:

- Aim for ten positive comments for every negative consequence.
- Rewards must act as positive incentives for students. They must:
  - be issued fairly to all when set criteria are reached
  - be issued promptly in order to emphasise their value
  - ensure once a reward is given it must not be taken away
  - be used as a motivator or incentive but never a bribe.

Rewards may include:

- Recording of information via Progresso to support the Rewards system
- Merits reinforcing excellent attitude and achievement in each lesson.
- The use of sincere praise- verbal and non-verbal acknowledgement and encouragement and positive comments on general and more specific aspects.
- Commendations by Heads of Faculties, Learning Development Managers, Assistant Head Teachers, Deputy Head Teachers and the Head Teacher.
- Monthly and annual Attendance Awards to reward high attendance and punctuality.
- Positive letters/postcards to inform parents/carers of actions and achievements deserving praise.
- Phone calls to inform parents/carers of actions and achievements deserving praise.
- Presentations – faculty/subject/pastoral
- Celebration evening
- Wider publicity – display of work within classrooms, department areas, main corridors.
- Opportunities to participate in excursions based on school merit system,
- Use of school reporting system to comment positively on academic achievements and other aspects of conduct and school performance.
- Positive stamps in planners.

8. Sanctions

Positive attitudes have to be taught and regularly re-enforced in order for the desired standard of conduct to be understood and demonstrated by students.

A positive, patient approach is necessary in order to develop a good working relationship with students that will lead to positive responses.

There will still be occasions when students do not demonstrate an acceptable standard of
attitude in line with the school Code of Conduct. When this is the case, sanctions may have to be applied.

**In issuing sanctions the following guidelines must be observed.**

Staff must:

- Use a variety of sanctions that are appropriate to the offence.
- Use a staged approach so that the action is appropriate to the severity of the misattitude and distinguishes between minor and serious infringements of the Code of Conduct.
- Adopt a positive approach and use positive language so that appropriate attitude is taught, re-enforced and adopted by the students.
- Allow students the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable attitude.
- Seek support where required but never relinquish responsibility in resolving the incident.
- Make sure that negative consequences are appropriate, fair, consistent, and followed through.
- Avoid statements/threats that leave no room for manoeuvre.
- Avoid confrontation.
- Avoid blanket or whole class sanctions that may punish the innocent.

**Examples of Sanctions**

**Effective sanctions start from the least intrusive and graduate towards a more serious level. These may include:**

- Appropriate and non-verbal signal that express the concern and required action
- Verbal reprimand – that does not embarrass or humiliate
- Time devoted to resolving the issue with the student – this involves listening to their version of events, explaining to them the reason for your concern and teaching them appropriate and acceptable attitude
- Repeated or extra work – for non-achievement of targeted lesson/homework outcomes
- Alterations to class seating plan or seating arrangements
- Detention – either 15 minutes without notice or up to 1 hour with 24 hours notice to parent/carer
- A sanction appropriate to the incident i.e. picking up litter, cleaning off graffiti if this is the issue
- Seeking support from the Head of Faculty to help resolve the concern
- Loss of positive consequence opportunities e.g. not allowed to go on reward trip or attending extra curricular reward activities.
- Temporary or permanent transfer to a different class – via Head of Faculty and informing parent/carer and Learning Development Manager.
- Referral to Learning Development Manager after early stage consequences have been applied.
**Inappropriate sanctions:**

- Corporal punishment or physical reprimand
- A consequence that is not relevant to the attitude
- Bypassing early stage consequences, or moving too quickly from one consequence to another without sufficient time given for the student to make the right choice to change attitude.
- Standing a student outside a classroom for more than a brief, calming period.
- Whole class punishment should be avoided unless every student in the class has behaved unacceptably (otherwise innocent and well-behaved students will become de-motivated)
- Inappropriate use of the curriculum as a punishment eg extra maths/writing lines

**9. Exclusions**

The Headteacher can decide to exclude a student for a fixed term period or to permanently exclude them for serious incidents. They must take into account all the circumstances, the evidence available and the need to balance the interests of the students against those of the whole school community. On the sixth day of fixed term exclusion the school will provide suitable educational provision. Permanent exclusion procedures follow recommendations from the local authority.

**10. Sharing panels and managed moves**

The Headteacher can decide to support students’ education through the use of sharing panels and managed moves. Students will remain on the roll of King’s Heath Boys’ School until students are settled and successfully integrated into a different school.

**11. Physical control and restraint**

In exceptional circumstances it may be necessary to use physical control and restraint to prevent a student from causing harm to themselves or others, or damaging property. Where this becomes necessary staff should use the minimum amount of force necessary to resolve the issues. Any such action by a member of staff must be reported to the Head Teacher.

**12. Searching of possessions**

All staff may search student’s possessions with their consent if they suspect they have any items that are banned in school. The Head teacher and staff authorised by the head teacher have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs or stolen items.

**13. Dealing with Bullying**

**Principle**

Every student attending Kings Heath Boys has the right to receive an education in a safe and secure environment, free from intimidation, fear or threat, including during transport to or from school, or by students outside of the school day. The school is an open and
listening school. We take seriously any infringement of this basic right, and pledge to do all in our power to challenge not only the act of bullying, but any notion that bullying is an intrinsic part of school life.

Aims/Intent
The aim of this policy is to:
   a) Define the types of behaviour that constitute bullying
   b) Raise awareness of
   c) Provide students, staff and parents with details of procedures, responses and follow-up support that are to occur if an incident of bullying is reported.

Definition
Bullying can be of and by school staff, students or parents. It can be in the form of one, or a combination, of the following:
   a) Physical threats or attacks
   b) Extortion or threatened theft
   c) Verbal abuse
   d) Prejudice based on race, religion, culture, nationality, physical appearance, educational ability (SEN), disability, health conditions, sexual orientation, sexist or sexual bullying.
   e) Written comments, graffiti insults or innuendoes
   f) Deliberate exclusion or isolation from group activities
   g) Incitement of others to perform any of the above
   h) Cyber bullying (this is also covered in the School E-Safety Policy)

Any of the above incidents will be investigated and dealt with by staff as a bullying incident.

1. ROLES AND RESPONSIBILITIES
   a) All staff have a duty of care to report bullying and to support victims of alleged or actual bullying
   b) All staff and students have the responsibility to work to prevent bullying taking place
   c) Staff responsible for pastoral care will lead in dealing with bullying issues and address issues as they arise
   d) Governors are responsible for supporting staff in preventing bullying in line with recommendations and data made available to them by the school.

2. GUIDELINES FOR STUDENTS
For students who are being bullied:
   a) The student is expected to report all incidents of bullying to a member of staff or report it by using the report button on FROG (school VLE).
   b) When an incident is reported to a member of staff, the student will be listened to by that member of staff
   c) The incident will then be fully investigated, and the outcome of that investigation will be made known to the student(s) involved.
   d) The student will be offered support through counselling/mentoring if appropriate.

For students who are reported to be bullying others:
a) A full investigation of the incident will be carried out.
b) The student will be informed of the outcome of the investigation

If a student is found to be involved in bullying others:
a) An appropriate sanction (refer to behaviour policy), will be implemented and the student’s parents/carers informed
b) The student’s behaviour will be monitored
c) An appropriate record will be recorded in Progresso and form part of the student’s historical file
d) The student will be offered support through counselling/mentoring if appropriate

3. GUIDELINES FOR STAFF – RESPONDING TO INCIDENTS OF BULLYING

- Immediate acknowledgement and/or support should be offered to the victim of an alleged incident of bullying, or to a student reporting on another’s behalf, with a commitment to interview the reporting student on the same day.
- The reporting student should be given the opportunity to discuss the incident with the member of staff to whom it was initially reported.
- At the member of staff’s discretion, witnesses to the incident/s should also be interviewed and their statements recorded.
- If the member of staff deems the matter closed after their investigation, and are satisfied that an incident of bullying has not occurred, no further action is necessary. If a member of staff deems the matter closed, but is satisfied that an incident of bullying has taken place, a ‘behaviour non-conducive to learning’ form is to be completed at the earliest opportunity, and submitted to the Learning Development Manager (LDM) for information. In such cases, the LDM will organise contact with the parents detailing the incident and the sanction to be imposed, and offering the opportunity of further discussions. The ‘behaviour non-conducive to learning’ form should be submitted to the office in the usual way. The incident must be recorded in CMIS.
- The incident must then be report to the designated member of the Learning Development Team responsible for anti-bullying.
- If the member of staff is uncertain and deems that further investigations are necessary, they are to refer the incident to the appropriate year group’s LDM or SLT member.
- If further investigation by the LDM confirms the identity of a perpetrator(s), this is to be reported in Progresso. The LDM will organise prompt (same day where possible) parental contact regarding the details of the incident, the sanction to be imposed and offer the opportunity of a meeting to discuss the issue further. Sanctions may include: after school detention, period of time in the silent room, written/verbal apology to victim, fixed term or permanent exclusion.
- If the LDM feels that further investigation is required they are to refer the incident to Assistant Headteacher (Learning Support). The response to their investigation is to follow the same process as above.
- The Assistant Headteacher (Learning Support) will then record the incident centrally for further monitoring and prevention purposes.

Under no circumstances should a ‘behaviour non-conducive to learning’ form be submitted to the office for ‘suspected’ bullying.
4. GUIDELINES FOR PARENTS/CARERS
All parents/carers will be issued with a ‘Parents’ Guide to Kings Heath Boys Anti-Bullying policy’.

If a parent/carer suspects that their son is being bullied then:
- Contact their son’s form tutor/learning development manager by letter or telephone
- Provide as much information as possible: names, places, dates, witnesses
- The incident will be fully investigated in accordance with the school’s Anti-Bullying policy
- The outcome of the investigation will be discussed with the parent/carer

If a parent/carer is informed by the school that their son has been found to be bullying, or involved in bullying other students the following will apply:
- Parent/carer will be offered an appointment with an appropriate member of staff.
- At this meeting evidence of how the school has investigated the incident of bullying will be discussed.
- The purpose of the discussion is to explore ways in which parents/carers can work with staff to help their child behave more appropriately in future.

5. GUIDELINES FOR STAFF
If a staff member feels that they are being bullied:
- Immediate acknowledgement and/or support should be offered to the victim of an alleged incident of bullying
- The member of staff should be given the opportunity to discuss the incident with the member of staff (line manager or member of SLT) to whom it was initially reported.
- The issue then will be investigated.
- If the investigating member of staff deems the matter closed after their investigation, and are satisfied that an incident of bullying has not occurred, no further action is necessary.
- If a member of staff deems the matter closed, but is satisfied that an incident of bullying has taken place, the incident will be referred to the headteacher. The headteacher will then take appropriate action, which may include further discussions with staff, mediation from the local authority or disciplinary procedures.
- If the member of staff is uncertain and deems that further investigations are necessary, they are to refer the incident to the headteacher. The same process will then be followed as shown above.

6. BULLYING OUTSIDE OF SCHOOL DAY
Kings Heath Boys takes seriously any incidents of bullying by its students outside of the normal school day, either on or off the school premises.

   a) If an incident of bullying occurs outside the school's premises, the member of staff on duty (if appropriate) is to challenge the inappropriate behaviour at that time. If possible they will conduct an initial investigation with the students
involved back on school premises, and complete any initial paperwork. However, all members of staff are expected to consider their own personal safety as a priority before intervening in any altercation under such circumstances. If intervention is not feasible, the incident is to be reported to the staff duty team leader, who will conduct an initial investigation, and complete any initial paperwork.

b) Kings Heath Boys reserves the right to report incidents to West Midlands Police, West Midland local transport and teachers in other schools as necessary.

7. MONITORING AND REVIEW
   a) The policy will be reviewed every two years. The school community will be consulted - students, parents and staff will be consulted in the review through questionnaire style surveys on whether or not current practice/strategy is effective.
   b) Data from the monitoring of incidents will take place yearly by a designated member of senior staff. This will be used to improve school practice.
   c) The school will actively engage in national anti-bullying awards and campaigns to help aid the continuous development of good bullying intervention strategies.

8. PREVENTION OF BULLYING
   a) Annually the school will promote national anti-bullying week
   b) During ‘out of lesson time’ duty staff will be positioned in the playground, dining hall, corridors and other common areas (including after school clubs and detentions)
   c) LDMs will maintain and update an anti-bullying display board and throughout the year will deliver anti-bullying messages during assemblies to ensure awareness is raised. We are a LISTENING SCHOOL and a TELLING SCHOOL.
   d) Citizenship schemes of work, SEAL resources during tutor time and assemblies will promote and celebrate equality and differences.
   e) Students will be encouraged to report (TELLING SCHOOL) any incidents of bullying.
   f) Pastoral staff will be supportive and approachable to give the students the opportunity of gaining advice and support as necessary.
14. Stages and process for incident resolution

**Initial attitude concern raised in school**

*Always/Always*

Class teacher uses a range of classroom management methods, followed by verbal warning, C1, C2 and C3.

- Referral to HOF for further support/action
- Referral to FT/LDM for information.
- Feedback to class teacher.

**Serious incident**

*Never/Never*

C4 Request immediate support/action from HOF/LDM/SLT (as available)

- Student statements taken.
- Action by HOF/LDM/SLT
- Involvement or feedback to referring teacher plus FT/HOF/LDM/SLT

Referral to LDM for follow up/action

Referral to Deputy Head teacher - Student support for advice/action plus feedback

** Note that C3 and C4 may use the Head of Faculty for the buddy system to be implemented.
C1 and C2 – This does not mean a student receives a red stamp, though it is in place to allow the student the opportunity to remedy their attitude to Learning. It may require a follow up discussion to ensure the student is aware of why the member of staff has taken action.

C3- (Red Stamp) A detention will be given by the subject teacher which must be recorded in the planner (time and date). At the detention the resolution will be agreed between the student and the staff member.

This may also include a student being given a short time outside of the classroom to reflect on their attitude to Learning. The maximum amount of time is 3 minutes and the student must be monitored

The red stamp that has been awarded must be signed off to show closure of this event.

C4- (Red Stamp) The use of the buddy system within the faculty will be the first action taken where possible, if the incident has a direct effect on learning of individuals. It may be necessary to use the on call system, if a Never/ Never has occurred or support is not available.

Once a student has been awarded a red stamp it can not be turned green within that lesson.

Detentions- where a teacher detention has been served and the student fails to turn up the matter should be referred to Head of Subject/ Faculty for further action. This may include a whole school detention if it is felt that the matter can not be dealt within the faculty.

Whole school detentions (WSD)- It is the HOF who should request all WSD and they will be notified when the detention has been served by the school office system. All communication will be by email through detention@kingsheathboys.bham.sch.uk

On call- if it is deemed necessary for the student to be referred to the silent room, the incident will be recorded within our attitude system. LDM, teachers and tutors should be notified and parents must be contacted. It is the responsibility of Pastoral assistant to monitor the student and return the student to lessons following resolution with the teaching staff member where necessary.
School Rules

**Always/Always**
- Enter classroom sensibly.
- Respect other people’s points of view in and around school.
- Respect other people’s property in and around school.
- Speak to others as you would like to be spoken to.
- Walk quietly and calmly on the left in corridors and on stairs.
- Think before you speak.
- Leave eating to break times.
- Follow the instructions of all adults.
- Put all litter in the bin.
- Eat and drink your lunch in the dining hall.
- Keep the school a non-smoking site.

**Always in lessons**
- Arrive on time, within a few minutes of the bell.
- Be fully prepared for all lessons.
- Listen carefully when any adult is talking.
- Use all equipment appropriately and safely.
- Stay in your seat unless your teacher tells you otherwise.
- Put up your hand and wait for the teacher to ask you to speak.
- Allow others to learn

**Never/Never**
- Verbally or physically abuse staff or students.
- Fight.
- Bring alcohol or drugs into school.
- Bring a weapon into school.
- Steal.
- Bully – in any form, it is never acceptable
Appendix

Delivering CARE in the classroom- Staff INSET

Aim: To reduce low level disruption in our school, allowing teachers to teach and students to learn, striving for an outstanding in Ofsted.

Meet and Greet
All staff should come to their doors at the start of all lessons, to ensure an orderly start to lessons and help with general behavior in corridors.

Planners
- All planners must be completed including signing every week
- Form tutors must be checking planners every day
- If a student forgets their planner they will need to use a planner sheet and return to their Form tutor at the end of the day
- Any student who loses their planner will need to buy a new one and receive a detention
- Planners should be on the desk in all lessons

A member of SLT/ Pastoral team will carry out planner checks at break and lunch but also collect groups of planners on an identified basis, reviewing stamps and also home learning.

Stamps
It is expected that a majority of students will receive a green stamp. This will be shown by the subject specific stamp and not a green pen. All subjects have been provided with their own stamps and any issues with these should be reported to the Head of Faculty. Replacement ink will be provided by Bev in the school office.

Red Stamps
If a student gets a red stamp please write the following codes to show why they got the red stamp. This will help show form tutors and parents why they have received them.
- H- Homework
- L- Late
- A- Attitude to learning,
- E- equipment

Consequence system
- C1: A verbal warning. Your name may be written on the board
- C2: A verbal warning. You may be asked to move seats
- C3: Your teacher will inform you that you have a staff detention, this will be written in your planner
- C4: You will be asked to work in another class, or area.

Detentions
If students have disturbed others or their own learning, the C1-4 system should be used. If all methods to deal with the situation have been used without success they should receive a detention. If you have to buddy a student they should be given a follow up consequence. Staff must write time, duration and place of detention in students planner, once a detention is served the staff member must sign the planner. If staff let LDM’s, SLT know when
detentions are they will try and support in collecting students. If a student does not attend your detention, his name must be given to your Head of Faculty and they will go into a school detention on a Friday that may last for up to 2 hours. SLT will support all requests for detentions - however, staff will be asked what actions they have taken to remedy the situation - this will include informing line managers of any action. Detention requests must be sent to detentions@kingsheathboys.bham.sch.uk stating the following:

Name of student, Form group, reason for detention

Within the detention, work will be set for all students unless work is available that has been missed, incomplete or is revision for examinations.

All requests received by the Wednesday 4pm will be actioned for the Friday of that week

Lates

Any student arriving at school after 8.30am must report to G17 at lunchtime prior to collecting any dinner. This includes students that are marked as late in tutor time. All tutors are asked to remind their students that they must attend promptly.
C1 Verbal warning (The student’s name may be written on the classroom board.)

C2 Verbal warning. (Where possible consequence two should involve an additional classroom management strategy, e.g. Move seats.)

C3 After school Staff detention is issued and written in planners. Staff may use their buddy as support and must follow this up with a detention (if not already issued).

C4 Staff to be supported by LDM/SLT

Support Detention

Detention completed

Non-attendance at detention

School detention 1-2 Hours

Non-attendance at detention

Detention completed

NOTE: LDM on detention for the week will notify staff of completed detentions and where necessary follow up non-attendance.