



ACADEMIC YEAR 2018-19

COMMITMENT TO LEARNING HANDBOOK

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Author:	GW
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Record of Alterations
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Sdrive: School Policies

COMMITMENT TO LEARNING

AIMS

We want to support our students in achieving their Personal Best, whilst valuing them as individuals and guiding them in understanding what their Personal Best is.

The commitment to learning (CtL) handbook aims to support the wider SHARE MAT Behaviour policy in implementing plans and strategies to develop positive behaviour for learning in the classroom, and mature, respectful behaviours and interactions both during social times and when students are in the community. Through use of positive rewards and negative consequences, behaviours will be reinforced to ensure there is consistency across the school and that students clearly understand the expectations of them and the positive reward for meeting and exceeding these, and negative consequences for failure to do so.

Positive behaviours receive achievement points on the schools MIS (SIMS) and negative behaviours receive behaviour points; *achievement points – behaviour points = performance points*. Performance points show a student's commitment and effort overall, and accrue to end of year rewards which are reviewed annually in conjunction with students.

EXPECTATIONS

Our **Classroom Expectations** are outlined simply as 'FOCUS' as we believe that if students focus on their studies and follow the guidelines set out in the Commitment to Learning policy they will achieve their personal best. We also believe the 'FOCUS' expectations equip them with the interpersonal skills to result in a happy and successful future.

At Shelley College we thrive to continually develop a culture of respect and support.

Follow instructions first time, every time

Offer your views and responses in a respectful and honest manner

Commit to achieving your Personal Best

Uniform, appearance and equipment meets school rules

Submit homework on time, to the best of your ability

Our **Around School Expectations** are outlined simply as 'BEST' as we believe our students are capable of achieving excellent levels of behaviour through a respectful and mature approach to their actions. We also believe that 'BEST' expectations prepare students for life beyond Shelley College, whether that be at work, in an apprenticeship or in further education.

We strive to develop a culture of respecting not only students, staff and visitors to the school, but also to the school environment and the environment we are lucky to have in our local area.

Behave maturely and appropriately

Ensure you are in the right place at the right time

Speak to and interact with others respectfully

Take care of the school and wider environment

POSITIVE REWARDS

There are various rewards which are implemented for meeting and exceeding expectations. These rewards include, but are not limited to:

<u>Reward type</u>	<u>Reason for reward</u>
Stamps in lesson	Up to two for meeting classroom expectations and completing all work to the best of your ability – <i>each stamp is worth 2 achievement points</i>
Over and above	Linked to the school 5 Cs, staff will provide students with additional achievement points for showing ongoing buy-in over a period of lessons to any of the 5 Cs (Celebration, Commitment, Collaboration, Communication, Consideration) – <i>each over and above reward is worth 5 achievement points</i>
Contact home	Postcards, texts, letters, emails and phone calls will be used by staff to inform parents of their child's progress, effort and engagement with school expectations – <i>contact home is worth 5 achievement points</i>
Certificates	Certificates are given to students at every multiple of 250 achievement points received
Vouchers	Students may receive vouchers for their hard work, effort in lessons over time, one off help at school events, ongoing excellent attendance and more
Early lunch passes	Can be given for excellent around school behavior or going above and beyond to help others
Principal's Award	Weekly nominations may be sent to the Principal for students who are exceeding expectations over a period of time – <i>Worth 20 achievement points</i>
End of year rewards	Based on accumulated performance points across the academic year
Other	Staff may choose to offer alternative awards linked to their own subject area or in liaison with students

NEGATIVE CONSEQUENCES

Although we prefer to promote positive behaviours through rewarding student achievements, it is also important that we have negative consequences within the CtL and Behaviour system to reprimand poor behaviours and failure to meet the expectations set out earlier.

Negative consequences are linked to various levels of the CtL classroom and around school expectations and work as follows.

<u>B Level</u>	<u>Classroom consequence</u>	<u>Around school consequence</u>
<u>VW</u>	Student expected to engage in expectations	Not used around school
<u>B1</u>	Recorded in planner – 1 behaviour point	Recorded in planner – 1 behaviour point
<u>B2</u>	Recorded in planner – 2 behaviour points and student must return for restorative detention at time directed by teacher	Recorded in planner – 2 behaviour points and student must return for restorative detention at time directed by teacher
<u>B3</u>	Recorded in planner – 3 behaviour points and student receives a next day 30 minute detention	Recorded in planner – 3 behaviour points and student receives a next day 30 minute detention
<u>B4</u>	Isolation for a fixed period of one day. 6 behaviour points	Isolation for a fixed period of one day. 6 behaviour points
<u>B5</u>	Fixed term internal exclusion (may take place at an alternative school). 15 behaviour points	Fixed term internal exclusion (may take place at an alternative school). 15 behaviour points
<u>B6</u>	Fixed term external exclusion. 20 behaviour points	Fixed term external exclusion. 20 behaviour points
<u>B7</u>	Permanent exclusion, managed transfer or alternative provision	Permanent exclusion, managed transfer or alternative provision

Students may skip levels based on the severity of their misdemeanour where staff deem an offence is serious enough and there is evidence to support this. Issues which put other students, staff or visitors at risk of harm or in direct danger are deemed serious enough to move to B6 or B7 consequences immediately. The level of consequence applied is determined by the Principal and is final.

Behaviours at each level of the CtL system in the classroom and around school

<u>Classroom Level</u>	<u>Examples of behaviour related to Level</u>	
<u>VW</u>	Failure to follow direction; poor work rate; talking when staff is addressing the class without raising hand; low level negative interaction with peers.	
<u>B1</u>	Continued failure to follow direction; poor work rate; talking when staff is addressing the class without raising hand; low level negative interaction with peers; not having necessary equipment to partake in lesson.	
<u>B2</u>	Continued or second B1 offence; refusal to do work set to the best of your ability; failure to submit homework/classwork; lack of respect shown to staff or peer; continued disruption to lesson.	
<u>B3</u>	Repeated or additional B2 offence; rude or inappropriate interaction with staff or peer; failure to complete homework/classwork by extended deadline; disruption that is affecting the learning of others.	
<u>B4</u>	Incomplete B3 consequence; serious rude or inappropriate interaction with staff or peer; serious offence that impacts on the learning of others; defiance; persistent disruptive behavior; failure to meet tutor report targets	Bullying is deemed serious and as such, the level of sanction will be determined once an investigation into any incident has been completed. This will be between B4 and B7
<u>B5</u>	Repeated B3/B4 offences; serious rude or inappropriate interaction with staff or peer; continued failure to follow instructions for staff in more than one subject; failure to meet Student Manager report targets	
<u>B6</u>	Failure to meet expectations of B5 sanctions; use of foul or abusive language directly towards staff; putting staff or peer at risk of harm or danger; instance of safeguarding risk brought on by student actions. Failure to meet SLT report targets or contract expectations; being in possession of or under the influence of drugs or alcohol.	
<u>B7</u>	Gross defiance; repeated B5/B6 sanctions; bringing items on site that pose a risk to the safety of others; serious breach or persistent breaches of the CtL policy (e.g. supply or intent to supply drugs, physical assault on staff, serious unprovoked assault of a peer); or where allowing the student to remain in school would seriously harm the education or welfare of the pupil in question or others	
<p><u>The behaviour examples listed here are not an exhaustive list and other behaviours which arise will have consequences agreed by the Principal and these will be final</u></p>		

<u>Around school Level</u>	<u>Examples of behaviour related to Level</u>	
<u>B1</u>	Use of inappropriate language not directed at another student; failure to follow instructions; not being in the right place at the right time	
<u>B2</u>	Taking food out of the dining room or a permitted area for eating; rude or inappropriate interaction with a lunchtime supervisor or staff member; intimidating behavior towards other students	
<u>B3</u>	Littering; rude or inappropriate interaction with a lunchtime supervisor or staff member; serious intimidating behavior towards other students; leaving school site or being out of bounds	
<u>B4</u>	Incomplete B3 consequence; serious rude or inappropriate interaction with staff or peer; defiance; failure to meet tutor report targets; continued failure to follow instruction	Bullying is deemed serious and as such, the level of sanction will be determined once an investigation into any incident has been completed. This will be between B4 and B7
<u>B5</u>	Repeated B3/B4 offences; serious rude or inappropriate interaction with staff or peer; persistent issues at social times or between lessons; failure to meet Student Manager report targets; vandalism of school or another person's property	
<u>B6</u>	Failure to meet expectations of B5 sanctions; use of foul or abusive language directly towards staff; putting staff or peer at risk of harm or danger; instance of safeguarding risk brought on by student actions; failure to meet SLT report targets or contract expectations; being in possession of or under the influence of drugs or alcohol.	
<u>B7</u>	Gross defiance; repeated B5/B6 sanctions; bringing items on site that pose a risk to the safety of others; serious breach or persistent breaches of the CtL policy (e.g. supply or intent to supply drugs, physical assault on staff, serious unprovoked assault of a peer); or where allowing the student to remain in school would seriously harm the education or welfare of the pupil in question or others	
<u>The behaviour examples listed here are not an exhaustive list and other behaviours which arise will have consequences agreed by the Principal and these will be final</u>		

UNIFORM AND APPEARANCE

All students are expected to wear school uniform, which is outlined in the student planner and available on request from any member of the Pastoral Team. Failure to adhere to uniform expectations will result in a B4 consequence which will continue until the student meets the required expectations.

Students may wear a stud earring in each ear (no more than 0.5cm in diameter), one charity band, and a wristwatch. No other jewellery or facial piercings are permitted. If a student is seen to be wearing any additional items of jewellery they will be told to remove these in the first instance. If they refuse to remove

these, students with face a B4 consequence which will continue until the student adheres to expectations. On a second occasion of being seen with additional jewellery items, these will be confiscated for a period of five school days from the time of confiscation.

Make-up is permitted but must be natural. If a staff member deems a student to have excessive amounts of make-up on, they will be told to remove this; failure to do so will result in a B4 consequence until the student adheres to expectations.

Hair must be of natural colour, therefore coloured hair (blue, red, green for example) is not permitted. No extreme styles or lengths are permitted, such as Mohicans. Beards, moustaches and long sideburns are not permitted. Failure to meet these expectations will result in a B4 consequence until hair meets expectations.

Fake tan, false and gel nails, and fake eyelashes are not permitted and B4 consequences will be in place until these issues are remedied.

MOBILE PHONES, ELECTRONIC DEVICES AND HEADPHONES

Mobile phones, electronic devices and headphones are only permitted to be used in school prior to 8.30am. Following 8.30am, mobile phones, electronic and headphones can only be used within social areas and outside at break, lunchtime and afterschool. Any use of mobile phones or headphones within the building is not permitted, with the following consequences if they are:

- If seen anywhere other than permitted areas at permitted times, mobile phones, electronic devices and headphones will be confiscated.

First confiscations are until the end of the following school day (if Friday, the phone will be returned at 3pm on Monday).

Subsequent confiscations are for a period of 7 days.

For repeat offences of confiscation (3+) or for serious misuse of devices, the period of confiscation will be determined by the Senior Leadership Team; any decision is final and non-negotiable.

Parents will be informed of any confiscation and no item will be returned earlier than the set period, even if parents attempt to collect this from the school.

The term 'mobile phone' refers to and is inclusive of the handset, SIM card, storage devices and the case in which the item is kept.